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ABSTRACT

The unit experiences for the K-12 curriculum, including these for grade 6, are outlined in SO 001 139. These units include the study of the culture, history, geography, and economics of regions of Latin American and Canada. Again, the emphasis for both grade 5 and grade 6 is twofold: 1) to know his American heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy; and, 2) to recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations. Overview, objectives, motivational, developmental, and review activities, and content for each of the various sub-units are summarized: 1) Use of Map and Globe; 2) The Organization of American States and the United Nations; 3) Historical Background of Latin America; 4) Mexico; 5) Central American Countries; 6) Northern Countries of South America; 7) the Andes Nations; 8) The River de la Plata Countries; 9) Land of the Amazon, Brazil; 10) The West Indies and the Guianas; and, 11) Exploring Canada. Evaluation objectives and techniques are also enumerated. SO 001 138 through SO 001 144 are related units. (Author/SBE)

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SO 001144

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K - 12 SOCIAL STUDIES

CURRICULUM GUIDE

Arapahoe County
School Dist. No. 6

LITTLETON, COLORADO

6

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A TEACHING GUIDE AND EXPERIENCE UNITS

K-12

SOCIAL STUDIES

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
Littleton, Colorado

April 1, 1968

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
LITTLETON, COLORADO

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The professional staff of School District Six is to be commended for their efforts and contributions relative to the development of the K-12 Social Studies Curriculum. Areas of emphasis included research, writing, piloting, and evaluation of the K-12 Social Studies Program.

Special recognition should be given to all of the classroom teachers who devoted many hours to writing the experience units at the various levels. Also to the pilot teachers for their willingness to work with the program in order that the teaching guide and units could be evaluated, revised and the most appropriate materials identified.

Outstanding leadership was provided by the teachers and administrators who were members of the K-12 Social Studies Committees during the four year period of development.

Special acknowledgement should also be extended to the Elementary Social Studies Core Team members, Miss Lois Schoeneck, Primary Chairman, Miss Helen Davis, Intermediate Chairman, Mr. Wallace Barth and Mr. Donald Yocum, Administrative Advisors, and to the Secondary Social Studies Council for their dedication to the project.

DISTRICT PHILOSOPHY

We believe:

I. That man possesses an awareness of the universal through his very nature

II. That students have the inherent ability and responsibility to be useful citizens in a democratic society; and that they must be schooled to their commitment in the ever-developing processes of preserving and promoting a democratic way of life.

III. That in the inevitable process of change, it is necessary for the student to understand and cope with the complexities which involve man's behavior as a social entity

IV. That the search for truth necessitates the scientific scrutiny of an unlimited diversity of knowledge

V. That the Social Studies have as their underlying principles--the development of conceptual understandings, the development of attitudes and appreciation, and the development of skills and competencies in the various disciplines

VI. That it is the teacher who holds the strategic position in guiding the learning experiences of the student

DISTRICT OBJECTIVES

It is our purpose to develop within the student through the acquisition of knowledge in the social studies the following attributes:

I. A respect for the rights and opinions of others

II. The ability to work in group situations as well as working individually

III. Capacities for effective participation in the social groups of which the student is a member--home, school, and community

IV. A commitment to well-informed, alert, and responsible citizenship

V. A realization of the value of the quest for excellence both for self-realization and social usefulness

VI. The ability to think critically and creatively and use problem solving skills in situations involving human relationships; to locate, evaluate, select, organize, and present information effectively; and to base action on sound conclusions

VII. An understanding of the major concepts present within the Social Studies

VIII. Ability to function effectively as producer and consumer

IX. The individual's wise approach and utilization of world resources

X. An understanding of the interdependence of men and nations

XI. A realization of the inevitability of change and the development of some of the skills and attitudes needed to successfully cope with change

ARAPAHOE COUNTY SCHOOL DISTRICT NUMBER SIX
Littleton, Colorado

K-12 SOCIAL STUDIES SEQUENCE

K	Introduction to Home and School Living
1	Comparative Family Living
2	Homes and Schools Around the World
3	A Comparative Study of Community Living
4	Geographical Regions of the World
5	United States History and Geography Depth Study of Colorado
6	Canada and Latin America
7	Introduction to the Social Studies Interdisciplinary Study of Europe, Australia, and New Zealand
8	Modern Non-Western World
9	United States History through the Civil War
10	United States History from Civil War to Present
11	World History
12	Contemporary Civilizations (and/or electives)

ELEMENTARY SOCIAL STUDIES OVERVIEW

Unit experiences at the primary level are designed to achieve a more comprehensive knowledge of the world in which we live. A necessary facet of interpreting and understanding the physical and cultural environment is a study of geographic skills and content. Similarly, specific units emphasize democratic values, ideals, and processes.

In kindergarten the children are guided toward observing familiar places, people, and experiences with increased understanding. A first grade study of comparative family living will help the student become aware of the similarities and differences in various family patterns. At the second grade level a study of homes reflects the influences of geographical and cultural factors in group living. In third grade a comparative study of community life, past and present, provides the pupil with a greater background of experience and understanding in the world of people and events.

Maintaining the continuity and sequence developed in K-3, the fourth grade unit, "Metropolitan Denver Area," will initiate the study of geographic regions of the world. The unit has experiences which foster an understanding of the interdependency of people in carrying on life's daily activities and securing basic needs. Emphasis is placed on the regional topography, geographic factors, and people's adjustment to surroundings. At the fifth grade level content material includes the history, geography and economics of regions of the United States. The depth study of Colorado draws a relationship between the state, the nation, and the world. Emphasis is placed on Latin America and Canada at the sixth grade level.

At the intermediate level geography units include a study of man's relationship to his environment and the structure of society in various regions of the world. Emphasis is twofold: (1) To know his American heritage, as well as to become aware of the rights, freedoms, and responsibilities that occur in a democracy. (2) To recognize the strategic position of the United States in the Western Hemisphere through the study of inter-American relations.

SECONDARY SOCIAL STUDIES OVERVIEW

The guiding principle governing the sequence of courses on the secondary level is twofold. First, the disciplines are to be studied separately as a specific aspect of man's being. Second, the areas of study selected are the necessary foundational ideas of civilization. Beginning with the root development of ideals and values in Europe, which is developed in the last semester of grade seven, and followed by the same approach of the non-western world in grade eight, a foundation is prepared for the United States history at the ninth grade level, concentrating on historical background of Modern America to the Civil War Period. The United States History course in grade ten will then develop the United States from its beginnings as a world leader to the United States in world perspective. The course in grade eleven will concentrate on the evolution of the world to the present. It will draw from all the disciplines and prepare the student for the culminating course of grade twelve--Contemporary Civilizations. With the conclusion of this course all disciplines, present within the Social Studies, will have been presented in a worldwide scope.

DISTRICT CONCEPTS

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL SCI
Kindergarten	The distinctive character of one's surroundings is influenced by his economic status.	Everyone has a historical heritage.	Families congregate where geographical conditions are favorable.	Rules are nec for the enjoy of group livi
First	Family incomes vary.	Every family has an historical past.	Everyone has a geographical setting.	Members of a munity are de ent upon one other.
Second	Community services fall into two categories, tax-supported and privately initiated.	Communities differ in their historical development.	The type of home is influenced by the geographical location.	Facilities t tect our liv property are tained in co ities.
Third	Mankind is economically interdependent for food, clothing, communication, and transportation.	The initiative of earlier people has established the foundation of our present civilization.	Man faces the need to compromise and adjust to his physical surroundings.	Many people contributed make our cou great.

CONCEPTS

GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
Families congregate where geographical conditions are favorable.	Rules are necessary for the enjoyment of group living.	The basic unit of group living is the family.	All people of the earth are not the same.
Everyone has a geographical setting.	Members of a community are dependent upon one another.	While all people are somewhat alike, differences must be respected.	Family customs and social rituals vary throughout the world.
The type of home is influenced by the geographical location.	Facilities to protect our lives and property are maintained in communities.	Man is becoming more dependent upon other individuals and groups to meet his basic needs.	Homes in other lands bear certain similarities to and differences from homes in our country.
Man faces the need to compromise and adjust to his physical surroundings.	Many people have contributed to make our country great.	The combined efforts of diverse peoples are necessary for community living.	Communities in other lands can be compared to communities in our country.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL SCI
Fourth	Man has unlimited wants, but must adjust to limited supply.	The history of an area is the summation of of biographies of the individuals within the area.	Physical environment influences the way people live. Man portrays, measures, delineates, and locates through the use of maps and globes.	In carrying o life's daily ivities to se basic needs, tend to insti systems of co
Fifth	The United States Economic system is based upon the exchange of goods and services.	The historical development of the United States has been influenced in part by events from Europe.	Man seeks to satisfy his basic needs for food, clothing and shelter through the use of the earth's natural resources.	Democracy is government b people, eith directly or elective rep atives. Rep ative govern in the Unite States depen an active ci participatio
Sixth	A nation's growth and development are interrelated with its available raw economy.	Man is aided and influenced by ideas and implications of the past.	Climate, location, natural resources, and the inhabitants of a geographic region influence the degree to which a region will develop.	The values democratic ment may be through apa factional f ing, graft, of power an itary domin

GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
Physical environment influences the way people live. Man portrays, measures, delineates, and locates through the use of maps and globes.	In carrying on life's daily activities to secure basic needs, people tend to institute systems of control.	A city is made up of diverse types of peoples highly interdependent institutions and organizations.	The customs of peoples around the world are influenced by environment.
Man seeks to satisfy his basic needs for food, clothing and shelter through the use of the earth's natural resources.	Democracy is a government by the people, either directly or through elective representatives. Representative government in the United States depends on an active citizen participation.	Every individual has worth and has a right to develop his potential to the fullest.	Our national character is influenced by the contributions of many regions of our country.'
Climate, location, natural resources, and the inhabitants of a geographic region influence the degree to which a region will develop.	The values of a democratic government may be lost through apathy, factional fighting, graft, abuse of power and military dominance.	All peoples have similar characteristics and the same basic needs.	Cultures and civilizations are constantly changing. Man must adjust to this change to achieve progress. Cultures are influenced by constant and ever-changing interrelationships with other cultures.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL SCI
Seventh	Economics is the science of the distribution, production and consumption of goods and sources.	History is the branch of knowledge which records past events. A survey of this branch of knowledge is invaluable as a basis for understanding the contemporary problems and nature of the world.	Geography is the consideration of the location, time and scale of an area. The habit of thinking of areas in terms of their place and relationship to one another is essential for an understanding of the world.	Political Scie deals with the structure and theory of gove ment as it re to the contro tem of any na or country. nature of the political sys which will ev in any nation pends in part its citizens.
Eighth	Man's effective use of human and natural resources is a determining factor in a nation's stability, worth, and effectiveness.	The history of the Non-Western world is composed of the cultural and philosophical developments of this area. The contact of the West and Non-West has produced a mutual exchange of ideas and illustrates the interactive quality of history.	Physical and geographical conditions are important to a country's historical progress. Land structure, natural resources, water, climate, and other geographical factors influence cultural behavior.	The change of itical power flects changi cultural and torical patte Conflict has a basic and f amental facto the growth an development o civilization.

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
s ng y t- d.	Geography is the consideration of the location, time and scale of an area. The habit of thinking of areas in terms of their place and relationship to one another is essential for an understanding of the world.	Political Science deals with the structure and theory of government as it relates to the control system of any nation or country. The nature of the political system which will evolve in any nation depends in part upon its citizens.	Sociology is the social science which is an attempt to understand the nature of and the influence of the forces which act upon social reality. The task of the sociologist is to study the nature of social reality, to analyze its structure and to understand its influence on human behavior.	Anthropology is the study of culture. Man must communicate with his contemporaries through language to survive.
the ld the il- op- rea. the st lity	Physical and geographical conditions are important to a country's historical progress. Land structure, natural resources, water, climate, and other geographical factors influence cultural behavior.	The change of political power reflects changing cultural and historical patterns. Conflict has been a basic and fundamental factor in the growth and development of civilization.	Every society develops a culture of its own even though some of the ideas are borrowed from other cultures.	Adjustments on a local basis to differences arising from contacts with other cultures have accelerated changes in life.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITICAL S
Ninth	In the United States as man progressed in ability to use and control human and natural resources, more intricate forms of economic organizations emerged. The move from a subsistence economy to a surplus economy characterizes the beginning of the rise of the United States to a world position.	As western civilization sought contact with the East a new world was discovered. The European response to change led to the settlement of the new world and the rise of new nations. One of the new nations, the United States, is a product of a historic civilization responding to challenge.	The United States has a variety of climates and topography within its boundaries. These factors contribute to regional economic and industrial developments. These factors also produced sectional political thinking and social standards.	The United is a contin lation of t European in tations. A individual beliefs are proportion "share" in
Tenth*	An economy where government is a more active partner is a growing American trait.	History is a record of man's answers to the challenges of each period in his history. The successful accomplishment of each response leads to further problems.	In the United States, emphasis changes from geographical expansion to utilization of resources in industrialization and urbanization.	Political tions are the neces compromis eration a for evolu peaceful Internati fluences national ments and

*To be revised fall of 1969.

Y	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
ern civil- sought contact e East a new as discovered. opean response ge led to the ent of the new nd the rise of ions. One of nations, the States, is a of a historic ation re- g to challenge.	The United States has a variety of climates and topography within its boundaries. These factors contribute to regional economic and industrial developments. These factors also produced sectional political thinking and social standards.	The United States is a continued evolution of the European institutions. An individual's political beliefs are directly proportioned to his "share" in the system.	The society of the United States is not completely harmonious: some form of social disorganization has been present. This society is built on the complex needs and desires of humans.	The culture of the United States while predominantly Anglo-Saxon, was influenced by various minority groups.
y is a record s answers to llenges of eriod in his . The suc- accomp- t of each e leads to problems.	In the United States, emphasis changes from geographical expansion to utilization of resources in industrialization and urbanization.	Political institutions are built on the necessity of compromise and moderation allowing for evolution and peaceful reforms. International influences develop national commitments and philosophies.	Technological developments tend to hasten social changes.	Technological developments tend to hasten cultural changes.

LEVEL	ECONOMICS	HISTORY	GEOGRAPHY	POLITIC
Eleventh*	Economic conflict stems from the inequality between the unlimited wants of mankind and the limited availability of resources.	Because change is an inevitable force, history is the record of civilizations facing or resisting this force. Flexible civilizations achieve progress.	Geography influences not only man and his actions, but nation-states must compensate for geographical factors for survival.	The wor more i as nat advance cally.
Twelfth*	Economic understanding helps man survive in the present-day world.	History is a process; a continuing development involving constant change.	Geographical knowledge is necessary for man to understand the world of today.	Man i himsel itical contem world. depend the wo man to an ide in the nation

* To be revised fall, 1968.

	GEOGRAPHY	POLITICAL SCIENCE	SOCIOLOGY	ANTHROPOLOGY
ange is ble tory ord of ons fac- isting . Flex- izations ogress.	Geography influences not only man and his actions, but nation-states must compensate for geographical factors for survival.	The world becomes more interdependent as nations and men advance technologically.	All characteristically human behavior is learned from other human beings through group interaction. Man is by nature a gregarious creature and in order to understand him one must understand the various groups with which he associates.	Man, his institutions and his culture are interactive.
a con- velop- ving nange.	Geographical knowledge is necessary for man to understand the world of today.	Man identifies himself politically in the contemporary world. Interdependency of the world forces man to achieve an identification in the international community.	Aesthetic realization and identification helps man to live a richer life in the contemporary world.	Aesthetic realization helps man to live a richer life in the contemporary world.

LATIN AMERICA AND CANADA

Sixth Grade

Units

Use of Map and Globe

The Organization of American States and the United Nations

Historical Background of Latin America

Mexico

Central American Countries

The Northern Countries of South America

The Andes Nations

The River de la Plata Countries

Land of the Amazon - Brazil

The West Indies and the Guianas

Exploring Canada

USE OF MAP AND GLOBE

MAP AND GLOBE

Introduction to map and globe unit

Man has found it necessary to use maps because words alone were failing to provide the images required for a clear understanding. A map shows an image easier, faster, and clearer than man's verbal description. This is the reason map reading skills are vital to the elementary child. Students need the aid of something that will provide concrete images with a written or spoken lesson. Something concrete like a map or globe makes this mental image greater.

With the recent emphasis on the one-world concept, increasing attention is being given to the development of map reading skills. There is no other medium that can come as close to representing the world as does a globe or that will stand for areas as completely as a map. Knowing map skills can result in a wider knowledge and a deeper understanding of human affairs. We must accelerate the teaching of map reading skills if the child's ability to think geographically is to keep pace with the increasing demands of modern living.

Intelligent use of maps can give increasing understanding of almost any subject and can aid the student in discovering inter-relationships between various fields.

USE OF MAP AND GLOBE

I. Overview

The teaching of map skills is not a subject which can be isolated and taught in a single unit as such, but must be a continuing process as the school year advances. This unit correlates well with related science units. The student should be assisted in refining his skills in the use of maps and globes at the sixth grade level.

II. Objectives

A. To refine the students working knowledge of the colors, lines, and symbols, by which a map conveys information
B. To refine the student's understanding of the way maps and globes show relationships between different facts
C. To refine the student's ability to relate the facts gained from maps and globes to a particular problem or problems
D. To refine the student's ability to utilize lines of longitude to determine time around the world
E. To refine the student's understanding of cylindrical, conical, and equal-area projections

III. Content

A. Background information

1. Maps have been used for thousands of years and have advanced with civilization.
2. Maps can show more information on a smaller area than any other written form.
3. Symbols used on maps tell the story of the map.
4. All complete maps contain a legend or "key" which aids the reader in interpreting the map symbols.
5. Maps are not drawn haphazardly but must be drawn to scale if they are to be accurate.
6. The grid system on the globe is a set of imaginary lines that aid man in finding locations.

B. History of maps (teacher information)

1. Invention of the map (It advanced with civilization.)
    - a. Babylonians drew maps on clay tablets centuries before Christ.
    - b. Primitive peoples drew maps.
        - (1) Captain Charles Wilke found a South Sea Islander who could draw a map for him.
        - (2) Marshall Islanders mapped the country with the framework of bamboo. Sticks represented sea waves and shells stood for islands.
        - (3) Pawnee Indians used a star chart to guide their night marches. They painted on elkskin.
        - (4) Montezuma gave Cortex a map of the Mexican Gulf painted on cloth. The Inca Indians made relief maps as well as sketch maps.
        - (5) Ramses II is credited with the first maps of estates along the Nile, 1300 B.C.
2. Map making among the Greeks
    - a. Aristagoras, urging Spartan king to fight Persia, showed a bronze tablet with the whole earth engraved on it.
    - b. The Greeks blazed the way to accurate maps.
        - (1) Anaximander (611-546 B.C.), keeper of library at Alexandrea, believed the world round.
            - (a) He figured the length of a meridian
            - (b) He thought of lines like latitude and longitude

3. Ptolemy - early geographer - 150 A.D.

    a. He wrote famous 8 volume, Geographia, which contains maps.

        (1) Six of eight books contain tables of latitude and longitude for 8,000 places.
        (2) It discusses stars, mathematical problems, length of days, sun's course, differences of time.

    b. A Reproduction of the book is on display in Library of Congress in Washington, D.C.

4. Medieval maps

    a. No scientific map making because church doctrine said the world was flat, and it was dangerous to dispute this.
    b. Roman road maps

        (1) They made maps strangely like ours today used by motorists.
        (2) "Peutinger Map" unearthed in 1507, sketched from England to mouth of Ganges in India.

            (a) On display in Vienna State Library.
            (b) 18 feet long and 1 foot wide and painted in colors.
            (c) Not drawn to scale.
            (d) Had many symbols such as drawings of tiny houses, small towns.

    c. Arabs made the most important geographical advances in the 8th and 9th centuries.

        (1) Used the compass long before it reached Christendom.
        (2) Translated works of Ptolemy and Aristotle into Arabic.
        (3) Baghdad observatory studying obliquity of the ecliptic.

5. Renaissance

    a. In Europe "Portolano" or "handy" map developed.

        (1) Marked stride toward cartographic truth.
        (2) Used in navigation.
        (3) Network of lines based on bearings and distances between cities on the coasts.

b. Printing had a big effect on map making--sea serpents and mermaid symbols began to fade.

c. Gerhard Kremer (Latin name - Mercator) - 1569.

  (1) First to break with old traditions - He helped change map making from an art into a science.

  (2) Drew world chart on the "mercator projection," which gave navigators a new and safer system for plotting their courses.

6. Other famous men

  a. Ortelius (friend of Mercator)

    (1) Issued "Theater of the World," an atlas of 53 maps compiled by various geographers.

    (2) Looked upon as the parent of the modern atlas.

  b. Rumold (Mercator's son) carried on his father's work.

  c. Jodocus Hondius (1595), Rumold's brother-in-law, took over Hondius' earth map traces Sir Francis Drake's course around the world.

  d. William Blaeu - from Amsterdam, founded the greatest map publishing business.

  e. John Cary (1793) - pioneer in the use of symbols seen on maps of today.

    (1) Used hachures, short lines for shading.

    (2) Used dots for towns instead of pictures and precise scale of miles.

7. Uncle Sam as a map maker

  a. After the Civil War and to the present much mapping is done by United States Geological Survey.

    (1) Run by both state and Federal government.

    (2) Located in Washington where it has on hand more than 7 million maps - sells and gives away maps at the rate of 2,500 a day.

  b. Navy's Hydrographic office contributes much.

    (1) First scientific maps in 1838 led by Captain Wilkes.

    (2) "Pathfinder of the Seas" - Matthew Maury drew famous Whale Chart which showed regiment of whales stretching from Bering Sea to Cape Horn.

    (3) Bottles set adrift in ocean-current study show trend of ocean currents.

C. Directions

1. Cardinal

a. The sun can be used to find directions in the morning, at noon, and at sudown.
b. A compass can be used for finding directions.

(1) A compass' magnetic needle always points in the direction of the magnetic North and South Poles.
(2) The magnetic North Pole lies more than 20 degrees south of the terrestrial North Pole.

c. The North Star (Polaris), which can be used at night for finding directions, is found in the little dipper (Ursa Minor).
d. Nature has a guide post for finding directions. Moss grows thickest on the side of the tree not exposed to the sun. (Example: north side of the tree in Northern Hemisphere).
e. Men working on surveys use landmarks for finding directions.

D. Natural features depicted on maps.

1. Landforms

a. Continent - great land areas of the world.

(1) There are seven - Europe, Asia, Africa, North America, South America, Australia, Anarctica.
(2) They cover one-fourth of the earth's surface.

b. Coast line - where land and water meet.

(1) Two types - regular, irregular.
(2) Land along the coast line is called the coast.

c. Island - a body of land entirely surrounded by water; of small size compared with continent.

(1) Continental islands.

(a) Formed by subsidence of a coast below sea level
(b) Formed by erosive action of the sea
(c) Formed by constructive work of rivers, building up deltas.
(d) Formed by ocean currents, forming sand bars

        - (2) Oceanic islands
            - (a) Caused by submarine volcanoes
            - (b) Caused by earth movements
    - d. Peninsula
        - (1) It is a piece of land that stretches out into a body of water.
        - (2) It is connected to the mainland by only a narrow neck or isthmus.
    - e. Cape - a point of land extending into a body of water.
    - f. Isthmus - a narrow strip of land, with water on both sides, joining two larger bodies of land.
    - g. Archipelago - a group of islands.
- 2. Water forms
    - a. Ocean - entire body of salt water.
        - (1) Covers 75 percent of the earth.
        - (2) Five large divisions - Pacific, Atlantic, Indian, Antarctic, Arctic.
        - (3) Various movements in the water are caused by unequal temperature, unequal level, winds, differing attractions of the sun and moon, earthquakes, and volcanic explosion.
        - (4) It is the chief source of water for rain and snow.
    - b. Sea - a portion of the ocean near land, more or less separated from the open ocean.
    - c. Lake - an inland body of standing water.
        - (1) Completely shut off from tidal connection with the ocean.
        - (2) Usually situated with their surfaces above sea level.
        - (3) Usually shallow.
        - (4) The water comes from precipitation, through rain, snow, and ice, and springs and rivers.
        - (5) Used greatly for navigation.
    - c. River - a large stream of water flowing through the land in a definite channel.
        - (1) Usually it empties into the ocean, directly or by uniting with other rivers.
        - (2) Parts of a river

        - (a) Bed - the bottom of a river.
        - (b) Bank - the sides of the channel.
        - (c) Basin - the land drained by a river and its tributaries.
        - (d) Mouth - a part of a river where its waters are discharged into some other body of water.
        - (e) Tributary - a river which does not flow directly into the ocean but unites with another stream or river.

    - (3) Rivers do work of erosion and also up-building valleys, plains, and deltas.
    - (4) A river's speed increases with its slope and its volume.
    - (5) Uses - drains land of surplus water, provides water for irrigation, adds rich silts to deltas, furnishes water to cities and towns, facilitates inland commerce.

- e. Strait - a narrow strip of water connecting two bodies of water.
- f. Bay - an inlet in the shore of a sea or lake between two capes--smaller than a gulf.
- g. Gulf - a portion of a water body either landlocked or artificially protected so as to be a place of safety for vessels in stormy weather; a port.

3. Surface features

- a. Mountains - a high elevation of land, higher than a hill, rising conspicuously above its surroundings.

    - (1) Formed by three processes.

        - (a) Uplift - through folding or faulting
        - (b) Erosion - effected through running water
        - (c) Volcanic action

    - (2) Uses

        - (a) Affect climate, rainfall, and distribution of water.
        - (b) Contain valuable minerals and metallic ores.
        - (c) Provide scenery.

b. Highlands - a mountainous region or elevated part of a country.
c. Plains - the lowlands of the earth - although plains have some irregularities of surface, the relief is not great.
d. Plateau (mesa) - elevated area of fairly level land.

    (1) Often surrounded by mountains.
    (2) Often eroded by rivers which cut gorges.
    (3) Often called a tableland.

e. Delta - somewhat triangular land bound by the mouth of a river.

    (1) Formed by deposits of silt brought down by the river current.
    (2) Often are subject to disastrous floods.

f. Reef - a narrow ridge of rocks or sand, often of coral debris, at or near the surface of the water.
g. Desert - continental wastes lying within the tropical and temperate zones whose sterility is due to little rainfall.

    (1) Causes

        (a) Dry winds
        (b) Separation from ocean by mountain barriers
        (c) Great distance from oceans and other areas of evaporation

    (2) Climate

        (a) Cloudless skies
        (b) High temperature in day; low at night
        (c) Scant yearly rainfall

h. Valley - depression in the surface of the land through which usually a stream of water flows.

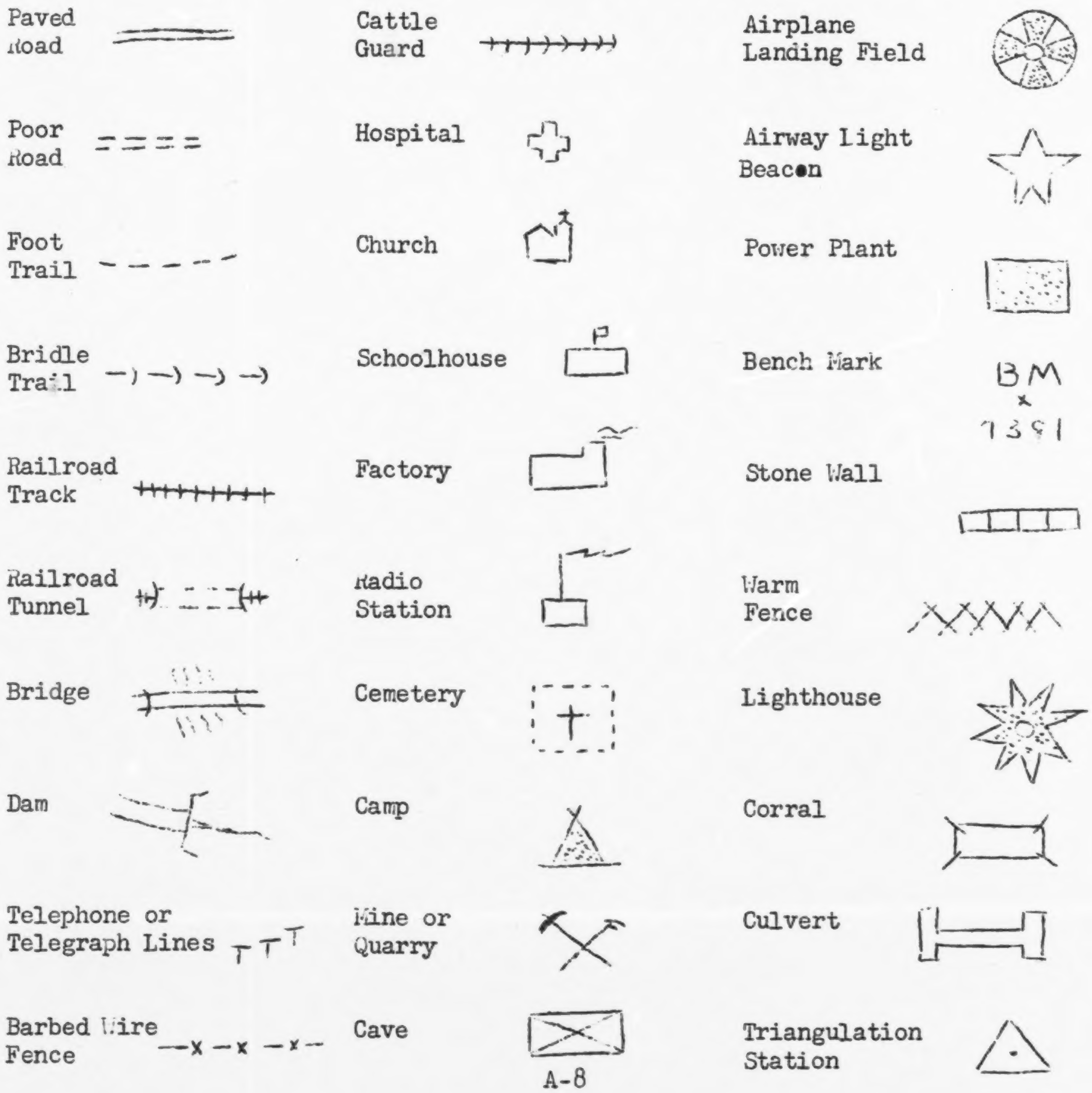
    (1) Most end at the sea or a lake.
    (2) Caused by erosion - first by weathering of its sides and then by the deepening of its channel.

E. Reading and interpreting maps

1. Symbols used on maps tell the story of the map.

   a. All maps use symbols which stand for a condition or a feature of the landscape.
   b. Symbols are found in the "key" or legend of the map. A good map always has a key.
   c. Two types of symbols.

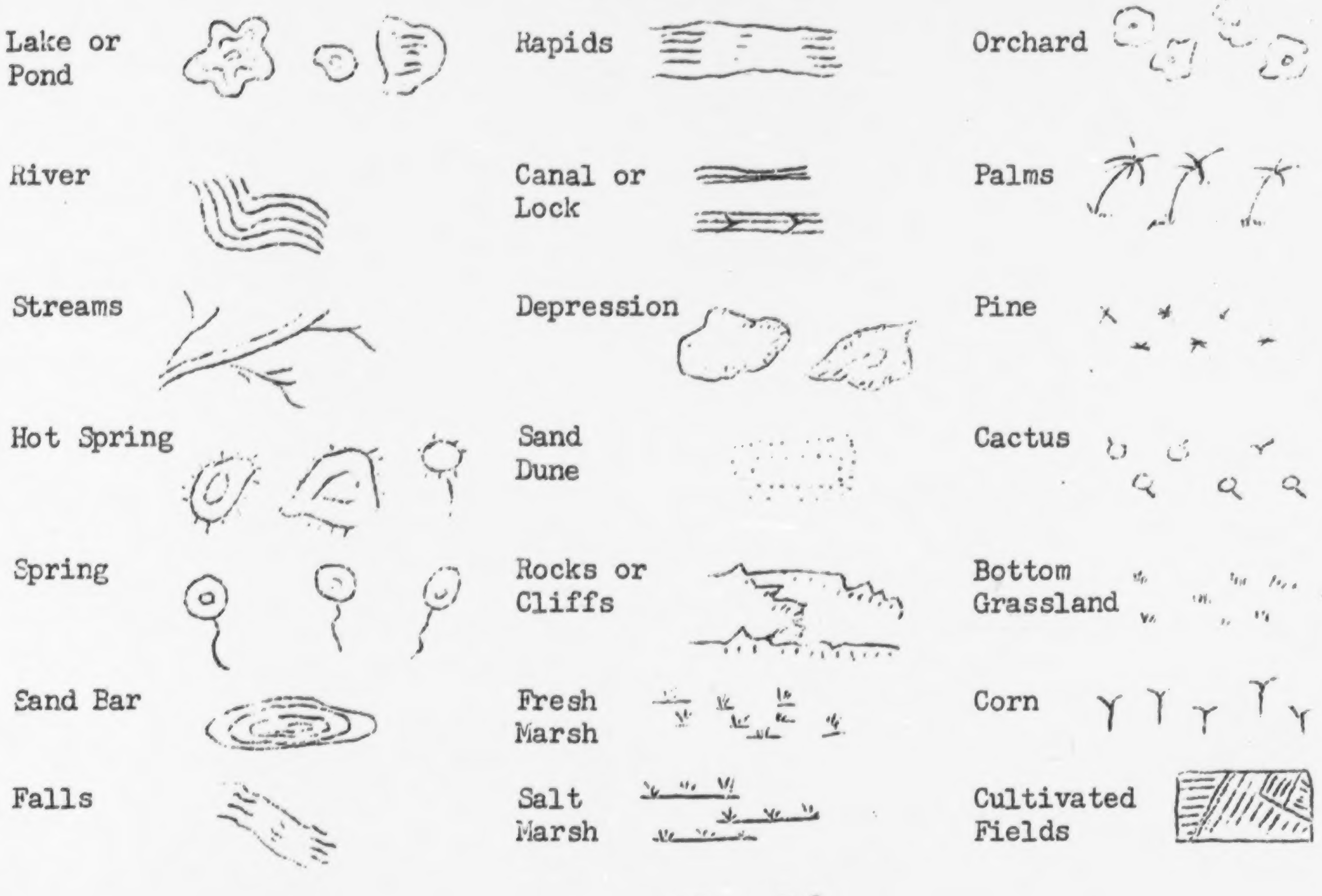
      (1) Man-made feature symbols (these were taken from the World Book Encyclopedia. They are accepted symbols but the legend of the map used should be consulted for an accurate interpretation of the map).


Paved Road
Cattle Guard
Airplane Landing Field
Poor Road
Hospital
Airway Light Beacon
Foot Trail
Church
Power Plant
Bridle Trail
Schoolhouse
Bench Mark
BM
1391
Railroad Track
Factory
Stone Wall
Railroad Tunnel
Radio Station
Warm Fence
Bridge
Cemetery
Lighthouse
Dam
Camp
Corral
Telephone or Telegraph Lines
Mine or Quarry
Culvert
Barbed Wire Fence
Cave
Triangulation Station

(2) Natural feature symbols

- (a) Water bodies are shown in blue
- (b) Elevation
  - (1) The height of all land is measured from sea level which is the level the ocean would be if it were as still as water in a pail.
  - (2) Elevation is the height of land above sea level.
  - (3) There is a standard use of color to show elevation.
    - a) Green represents land less than 1,000 feet above sea level.
    - b) Yellow represents land with an elevation between 1,000 and 2,000 feet above sea level.
    - c) Tan represents land with an elevation between 2,000 and 5,000 feet above sea level.
- (c) Symbols used to show natural features (these were taken from the World Book Encyclopedia. They are accepted symbols, but the legend of the map being used should be consulted for an accurate interpretation of the map.)

TEACHER REFERENCE


Lake or Pond
Rapids
Orchard
River
Canal or Lock
Palms
Streams
Depression
Pine
Hot Spring
Sand Dune
Cactus
Spring
Rocks or Cliffs
Bottom Grassland
Sand Bar
Fresh Marsh
Corn
Falls
Salt Marsh
Cultivated Fields

2. Measurement
    a. Elevation
    b. Relief

3. Scales
    a. To scale a map means to reduce the real earth distance in order that all the area can be shown on the map.
    b. Scales are shown in different ways.
        (1) Inches to the mile - One inch on a map is equal to a given amount of miles.
        (2) Representative fraction method (teacher information)
            (a) 1 unit of measure represents a certain number of the same lengths on the earth.
            (b) Example: 1 inch on a map equals 62,500 inches on the earth.
            (c) Most accurate way of scaling.

4. Finding locations (The Grid System)
    a. Shape and size of the earth.
        (1) The earth is a sphere but not quite perfect.
        (2) The diameter is 8,000 miles and the circumference is 25,000 miles.
        (3) Any circle is measured in degrees and a complete circle is equal to 360 degrees. Hence, the complete sphere of the earth is equal to 360 degrees.
    b. Equator
        (1) An imaginary circle midway between the North Pole and the South Pole.
        (2) It is a true east-west line.
        (3) The earth is measured by degrees, 360 degrees being a complete circle. The equator is said to be at 0 degrees.
        (4) Places north of the equator are between 0 degrees and 90 degrees north and places south of the equator are between 0 degrees and 90 degrees south.

c. North Pole

   (1) The upper-most part of the earth's axis
   (2) The center of the Northern Hemisphere
   (3) The distance from the equator to the North Pole is 90 degrees.

d. South Pole

   (1) The lower-most part of the earth's axis
   (2) The center of the Southern Hemisphere
   (3) The distance from the equator to the South Pole is 90 degrees.

e. Tropic of Capricorn

   (1) The southern limit of the Tropics (23½ degrees south of the equator.)
   (2) A parallel on a globe or map that marks the latitude farthest south that receives the vertical rays of the sun
   (3) The sun is directly over the Tropic of Capricorn on December 22.

f. Tropic of Cancer

   (1) The northern limit of the Tropics (23½ degrees north of the equator)
   (2) A parallel on a globe or map that marks the latitude farthest north that receives the verticle rays of the sun
   (3) The sun is directly over the Tropic of Cancer about June 21.

g. Arctic Circle (the line marking the farthest position of the circle of illumination beyond the North Pole. It is 23½ degrees from the pole and 66½ degrees from the equator.)

h. Antarctic Circle (The line marking the farthest position of the circle of illumination beyond the South Pole. Its latitude is 66½ degrees south.)

i. Degrees of latitude

   (1) The distance north or south of the equator measured on the meridians by the parallels and given in degrees, minutes, and seconds.
   (2) Since the earth is 25,000 miles around the equator, 360 degrees = 25,000 miles and 1 degree = 70 miles.

j. Prime Meridian

  (1) An imaginary line running north and south through the poles.
  (2) This line makes it possible to locate accurately any point on land or sea.
  (3) It runs through Greenwich, England, located right outside London, the former site of the famous astronomical observatory.
  (4) It is used in calculating time differences.
  (5) When used in locating places, it is referred to as 0 degrees.

k. Meridians

  (1) An infinite number of lines going through the poles and running north and south.
  (2) Each is named for the distance in degrees it is from the Prime Meridian.
  (3) These circles are all the same size.
  (4) They are usually drawn 10 degrees apart.

l. Degrees of longitude (The distance east or west of the prime, or 0, meridian, measured on the parallels by the meridians and given in degrees, minutes, and seconds. The distance from the Prime Meridian is shown on the meridians. Lines on the globe, running north and south through the poles, are expressed either in degrees or in time. These circles are all the same size.)

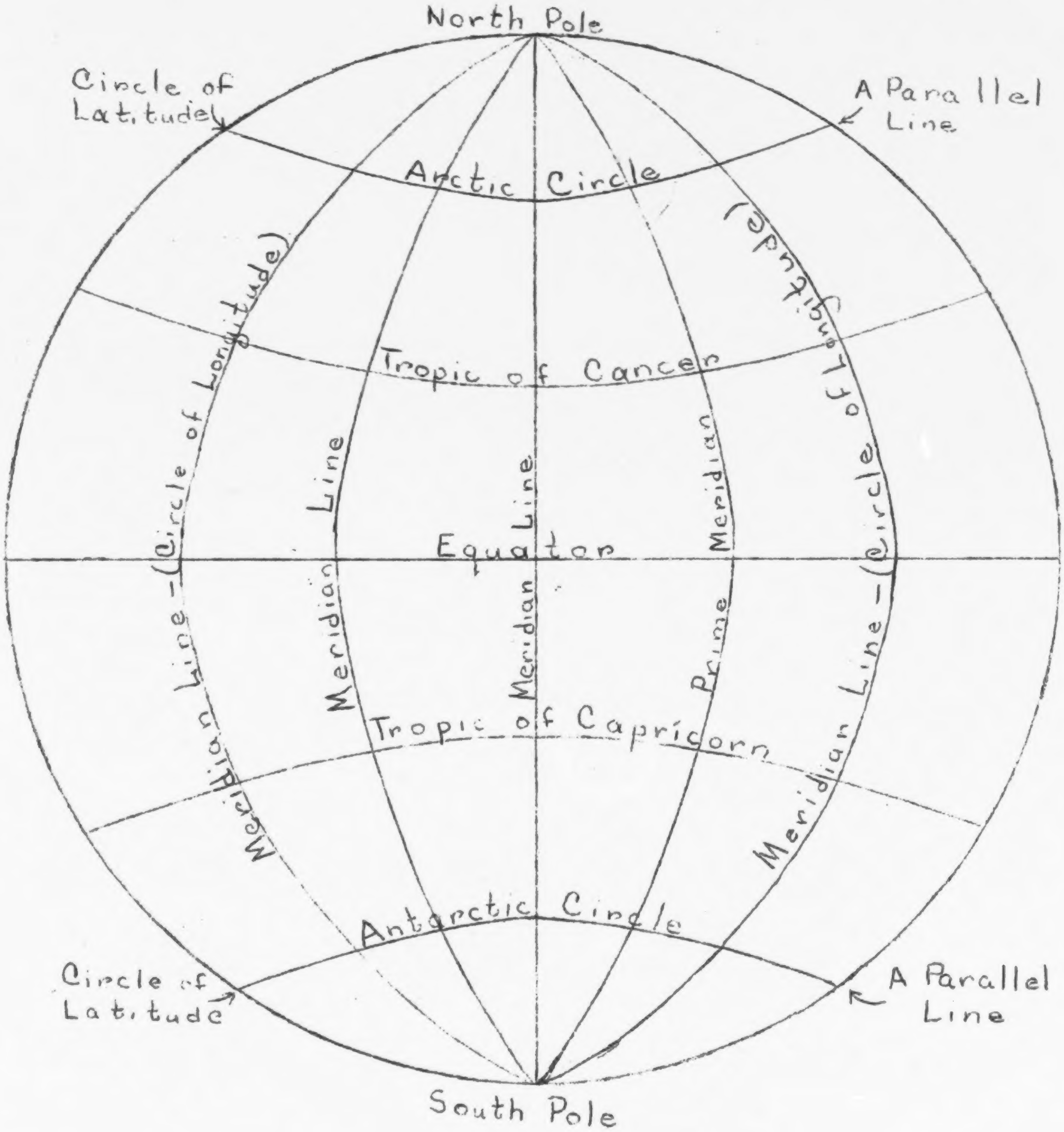
  (1) West longitude is measured to the left of the 0 degree meridian all the way to the 180 degree mark in the Pacific Ocean.
  (2) East longitude is measured to the right of 0 degree Meridian all the way to the 180 degree mark in the Pacific Ocean.
  (3) A place 20 degrees west of the Prime Meridian identifies the longitude of that spot.

m. International Date Line

  (1) Located 180 degrees east longitude or halfway around the globe from the Prime Meridian.
  (2) There is a change of day here.

    (a) If a person crosses from east to west, the date becomes a day earlier on the west side.
    (b) If a person crosses from west to east, it becomes a day later on the east side.

CHART OF GRID SYSTEM


North Pole
Circle of Latitude
A Parallel Line
Arctic Circle
Meridian Line -(Circle of Longitude)
Tropic of Cancer
Meridian Line
Meridian Line
Prime Meridian
Meridian Line -(Circle of Longitude)
Equator
Tropic of Capricorn
Antarctic Circle
Circle of Latitude
A Parallel Line
South Pole

o. See preceding page A-13 for chart of the Grid System.

   (1) The map grid system requires that meridians and parallels intersect at right angles everywhere.
   (2) On the globe or on equal-areal projections, the meridians at 60 degrees latitude are about half as far apart as they are at the equator.
   (3) The intersection of the Prime Meridian and the equator in the Gulf of Guinea is the "point of origin" of the earth's coordinate grid.
   (4) Degrees of longitude and latitude are divided into 60 minutes and subdivided again into 60 seconds. A minute of latitude has an average length of 6,080 feet (a nautical mile) or about 1.15 statute miles. A second of latitude is about 101 feet.
   (5) A degree of longitude is approximately the same as a degree of latitude at the equator but, of course, it reduces to zero at the poles.
   (6) The earth grid, therefore, is an orderly system of imaginary (man-conceived) lines on the earth's surface intersecting at right angles. This grid enables accurate location of places and measurement of distances and directions.

F. Forms of maps.

1. Globe

   a. This is the only accurate model because it displays the roundness of the earth.
   b. It may be divided into hemispheres such as eastern, western, southern, and northern.

2. Projections

   a. Any map projection (flat map) is not a true map because it cannot show the roundness of the earth; therefore, some part of it is distorted.
   b. Mercator Projection

      (1) Developed from a cylinder, it was invented in 1594.
      (2) All the meridians and parallels are straight lines.

         (a) The scale is accurate along the equator.
         (b) It is distorted as one moves away from the equator. The result is the land areas, a distance from the equator, appear larger than they are.

(3) These straight meridian and parallel lines show true compass directions.
(4) The grid pattern is used for locating points.
(5) It is used on road maps.

c. Conic Projection

(1) Made as if a cone were laid over half the globe and the continents projected on the cone--the cone is unrolled to become a map.
(2) Scale true at the parallel where the sides of the cone touch the globe.
(3) Little distortion of land shape and area.
(4) Meridian lines are straight and convage toward one pole while latitude lines are curved.
(5) Grid pattern

d. Polar Projection

(1) The farther from the center of the projection the greater the distortion
(2) Grid pattern

G. Types of maps

1. Relief maps show physical features of land surface.
2. Physical political maps show land surface features by means of colors.
3. Political maps designate state or countries.
4. Special purpose maps show natural environmental factors like climate, soil, natural vegetation, and economic conditions such as agricultural regions and density of population.

IV. Activities

Below are listed many activities to be used in teaching map reading skills. These would not all be used in one unit. They have been somewhat categorized according to the skill to be learned or the type of map used. Perhaps with one group of children, no practice will be necessary to develop skill in reading map scales. These activities may be disregarded for this particular class and perhaps emphasis could be placed on drill in symbol reading. Many of the activities could be used in more than one area, and this should be considered by the teacher.

A. Activities giving practice in reading map symbols and using map scales.

1. Make a chart showing various symbols used in map legends to indicate streams, lakes, etc.
2. Make a map of your neighborhood to scale.
3. Plan field trip to United States Geological Survey Department.

B. Activities connected with the use of weather maps.

1. Collect daily weather maps in the paper and interpret them during current events time each day.
2. Predict weather and discuss high-low pressure areas and storm paths.
3. Do research on the following: How rainfall is measured, how wind direction is determined, the meaning of the growing season, how to read a barometer, and how to read a thermometer.

C. Activities giving practice in reading route maps.

1. Plan the shortest trip to South America or some other Latin American country.
2. Draw an imaginary map of a treasure island, showing the route to the treasure.

D. Activities emphasizing the location of natural resources.

1. Make a tourist map and place it on the bulletin board. Around it put postcards and extend ribbons from the photos to their location on the map.
2. Make maps of various countries showing their natural resources by using the correct map symbols.

E. Activities which give practice in reading historical maps.

(Find pictures of maps used by the early explorers and compare them with the symbols and scales on modern maps.)

THE ORGANIZATION OF AMERICAN STATES AND THE UNITED NATIONS

THE ORGANIZATION OF AMERICAN STATES AND THE UNITED NATIONS

I. Overview

As a nation, we support the Organization of American States and the United Nations. Although students study these organizations at a later time in their school career, they should begin to develop an initial understanding of how these organizations function; settling disputes, promoting cooperation, and improving the lives of people throughout the world, etc. The teacher will probably wish to make reference to these organizations throughout the year. Some may wish to conclude the year by having the students contrast the needs of the twenty members of the Organization of American States.

Length of time for this study is two to three weeks.

II. Objectives

A. To recognize the importance of the United States as a member of world and regional governments

B. To recognize that the "diminishing size" of the world necessitates cooperation.

C. To know about the various branches and agencies of the Organizatio of American States and the United Nations

D. To realize that many of our contemporaries in other parts of the world are not all well fed, clothed, sheltered, or educated as we are.

E. To learn that the above conditions are the result of climate, geography, poor health, war, struggles for independence, and differences in culture and customs

III. Content

A. Organization of American States
  1. History (History leading to OAS in the United States)
    a. Monroe Doctrine (1823) set precedence for Pan-American unity (Guaranteed Western Hemisphere from any European countries molesting "for any purpose of oppressing them, or controlling in any other manner their destiny."
    b. The Organization of American States was preceded by the Pan-American Union set up in 1889 with headquarters in Washington, D.C..
    c. Theodore Roosevelt wielded "the big stick" policy in supporting the Monroe Doctrine (1900's).

c. Woodrow Wilson promised that the United States would never seek more territory by conquest.

d. Herbert Hoover and Franklin D. Roosevelt established the "Good neighbor policy." (Defense of Western Hemisphere became cooperative venture).

e. Organization of American States began in 1948 and included all Latin American republics and United States.
- (1) Formed in Bogota, Colombia
- (2) Objective: To maintain peace and resist aggression
- (3) Deals with regional problems while United Nations deals with world wide - directs economic, scientific, and cultural projects
- (4) Headquarters in Washington, D. C. in Pan American Union Building

2. History (History leading to OAS in South America)

a. Simon Bolivar traveled to U.S. after European education
- (1) Met with Thomas Jefferson
- (2) Studied organization of the thirteen original colonies into the United States
- (3) Hoped that the colonies in South America could be free and united

b. His vow fulfilled to a more extensive degree
- (1) Victorious in freeing land from the Andes to New Granada, Venezuela, Ecuador, Peru
    - (a) Two countries united under name of Colombia
    - (b) He led freedom fight in Venezuela, Ecuador, and Peru.
    - (c) Country of Bolivia named in honor of "the Liberator"
- (2) Bolivar accused of wanting monarchy and as a result lost his place as a leader (today he is revered in these countries).
- (3) He wanted to bring all the American Hemisphere into a united group.
    - (a) First Pan-American Conference was held in Panama 1825
    - (b) Bolivar lost favor and nothing resulted from the first conference.
- (4) The International Union of American Republics was created in 1889-90. (Sponsored Commercial Bureau of the American Republics).
- (5) In 1910 the bureau became the Pan American Union.
- (6) At the ninth International Conference of American States in Bogota, Columbia in 1948, the charter of the Organization of American States was adopted. (Its general purpose was to systematize the Inter-American regional system. Ratification by two thirds of the signatories was required to make it effective; this was accomplished in December, 1951.)

- (7) The supreme organ is the Inter-American conference, which normally meets every five years and in which members possess legal equality.
- (8) The Pan American Union is the permanent secretariat of the OAS.
- (9) The Council of the OAS succeeded the former Governing Board of the Pan American Union. It is seated in Washington and includes representatives with ambassadorial status from all member states.
  - (a) It has extensive political responsibility and authority.
  - (b) It is advised by three subordinate councils on juridicial, cultural, economic, and social matters.
- (10) Close relations are maintained with the United Nations, of which the OAS is described as a regional agency, although it is in reality administratively independent.

3. Technical information dispersed by OAS
   - a. Countries exchange "know how" on rotation of crops and soil conservation, i.e.,
     - (1) Brazil's dependency at one time on coffee marke prices.
     - (2) Brazil's over use of expanses of land (textbook covers to some extent)
   - b. Inter-communication of states through union
     - (1) Meetings of members called
       - (a) To exchange cultural knowledge
       - (b) To plan greater cooperation, i.e., Pan-American Highway

B. The United Nations

1. History (See United Nations) by Lavinia Dobler; Your United Nations, Official Guidebook published by U. N. Office of Publ Information; and enclosure of "Construction of the United Nations" in diagram form.
   - a. The League of Nations
     - (1) After World War I peoples of the world wanted a permanent peace.
     - (2) The League of Nations was backed by U.S. President Woodrow Wilson but U. S. never joined.
     - (3) In 1920 in Geneva, Switzerland, the League was forme to keep the peace and to help backward countries.
     - (4) It did not:
       - (a) Keep members permanently
       - (b) Have any power or military force
       - (c) Any nation not a party to the dispute could veto a decision of the Council or Assembly simply by voting against it.

- (5) It did:
  - (a) Allow public opinions to bring some power of persuasion by airing differences
  - (b) Help children and orphans who suffered from privation
  - (c) Enable an exhange of helpful information among members to a degree
- b. Beginning of World War I and the demise of the League
- c. The Atlantic Charter
  - (1) In 1941 the allies were at war with Germany, Italy, and Japan for the Second World War.
  - (2) President Franklin D. Roosevelt and Prime Minister Winston Churchill met in secret meeting aboard battleship in the Atlantic Ocean.
    - (a) Concluded "all men in all the lands....live out their lives in freedom from fear and want"
    - (b) Known as the Atlantic Charter
- d. Dumbarton Oaks in Washingon, D. C.
  - (1) In 1945 the United States, Great Britain, the Soviet Union, and China met and developed a charter for what was to be the United Nations.
  - (2) Objective: to establish the political, economic and social conditions necessary for continued peace.
- e. 1,400 representatives met in San Francisco to establi the United Nations
  - (1) While the conference began with 46 countries, four were added during the meetings
  - (2) Proposals of Dumbarton Oaks signed after amendments made
  - (3) Ratified charter brought United Nations into existence when it was placed with the U.S. Department of State October 24, 1945.
  - (4) The main purposes of the United Nations are:
    - (a) To maintain international peace and security, and to that end: to take effective collective measures for the prevention and removal of threats to peace and for the suppression of acts of aggression on other breaches of the peace.
    - (b) To develop friendly relations among nations based on respect for the principle of equal rights and self-determination of peoples, and to take other appropriate measures to strengthen universal peace.

  (3) Measures passed by the Security Council now require nine votes.
  (4) The five permanent members have the power to veto Council recommendations on peace and security. By voting no or vetoeing a resolution any one of the Big Five can prevent the Security Council from taking action. The veto power can be used on any matter which concerns U.N. policy and peace keeping operations. It may not be used on questions dealing with the Council's own methods of running its meetings.
  (5) Each member has one vote.
c. Economic and Social Council
  (1) Made up of 27 members elected by Assembly, nine of which are elected each year for three-year terms.
  (2) Meets at least twice a year
  (3) Each member has one vote and simple majority passes proposal
  (4) Deals with population questions, women's rights, children's needs, narcotics and drugs, etc.
  (5) Some of the specialized agencies linked to the U.N. through their work with this Council:
    (a) UNICEF - United Nations International Children's Educational Fund
    (b) ILO - International Labor Organization
    (c) FAO - Food and Agriculture Organization of the United Nations
    (d) UNESCO - United Nations Educational, Scientific and Cultural Organization
    (e) ICAO - International Civil Aviation Organization
    (f) BANK - International Bank for Reconstruction and Development
    (g) WHO - World Health Organization
    (h) WMO - World Meteorological Organization
d. Trusteeship Council
  (1) Members who administer trust territories considered unable to govern themselves as yet
  (2) Comprised of permanent members elected by the Assembly
e. International Court of Justice
  (1) Gives judgments in cases brought before it by the U.N. members
  (2) Non-member countries may bring cases before it under conditions set by Security Council
  (3) Legal opinions always given for Assembly and Security Council so International Law slowly building
  (4) No U.N. member is forced to take a case before the court
  (5) Each U.N. member promises to abide by decision of court if problem is brought before it

- (6) Comprised of 15 judges elected for nine years by the Assembly and Security Council
  - (a) No two judges may be from same country
  - (b) Always in session at the Hague, but may convene anywhere needed
  - (c) Decisions made by majority vote
- (7) A 16th judge may be added to the ICJ when a country appearing before the ICJ has no national of its own on the Court.

f. Secretariat
- (1) Secretary-General is chief administrator of United Nations appointed by the General Assembly and recommended by Security Council.
  - (a) First Secretary-General was Trygve Lie of Norway.
  - (b) Dag Hammarskjold (Dahg Ham -ar - shold) of of Sweden was second Secretary-General. (He did much to settle disputes--killed in plane crash while on work for U.N. 1961)
  - (c) U Thant of Burma is third Secretary-General. ("U" is a title of respect like "Mister." He was a school teacher, news reporter, and director of broadcasting prior to this job. He also served as Chairman of Burma delegation from 1957 until elected Secretary-General).
- (2) Secretary-General appoints all staff to serve in preparation for meetings, in compiling expert studies, and in general, contributes all office work for United Nations.

g. Successful results of United Nations' activities
- (1) 1946 evacuation of Soviet troops from Iran
- (2) Withdrawal of French and British from Syria and Lebanon
- (3) United Nations asked all members to allow women same rights as men.
- (4) Children's fund (UNICEF) established for war orphans and underprivileged
- (5) Case of Greece vs. Albania, Bulgaria, Yugoslavia aiding guerrillas fighting Greece
- (6) Palestine established as country (Israel)
  - (a) Count Folke Bernadotte, Sweden, mediator who was assassinated
  - (b) United Kingdom gave up mandate
  - (c) Armistice between Arab states and Israel was effected
  - (d) 1947 Indonesian problem between that state and the Netherlands - truce 1948
  - (e) 1948 India and Pakistan war over Kashmir prevented
  - (f) Genocide banned by United Nations
  - (g) Berlin blockade
  - (h) Korean War

- (c) To achieve international cooperation in solving international problems of an economic, social, cultural, or humanitarian character, and in promoting and encouraging respect for human rights and for fundamental freedoms for all without distinction as to race, sex, language, or religion
- (d) To be a center for harmonizing the actions of nations in the attainment of these common ends
- (5) United Nations' headquarters established in New York City on the East River
  - (a) See enclosure of "Construction of the United Nations" in diagram form
  - (b) Original 51 members listed on page 22 of book for children, Arrow Book of the United Nations by Lavinia Dobler

2. Organization of the United Nations
   - a. The General Assembly
     - (1) Principal organ of United Nations and consists of all members - one vote each
     - (2) Promotes higher standard of living in the world
     - (3) Stimulates international culture and education
     - (4) General Assembly may admit or suspend any member country of the United Nations
     - (5) Two-thirds vote carries a decision in the Assembly (Recommendations on peace and security, election of other members to other organs, and admission of new member nations. Action on other questions requires a simple majority)
   - b. Security Council
     - (1) Primary responsibility to keep peace
       - (a) Investigates any situation that will hamper peace
       - (b) May suggest negotiation, arbitration, and judiciary settlements.
       - (c) If all means fail, council may suggest United Nations members break off all diplomatic relations with guilty country
       - (d) Planned that all members would provide armed forces for carrying out wishes of control over offenders
       - (e) Power to decide sanctions against countries which threaten or disturb the peace
       - (f) Right to recommend candidates for office of Secretary General
       - (g) New members may not be admitted to the United Nations without the council's approval
     - (2) Made up of fifteen member states, ten of them elected, five each year for a two-year period.
       - (a) China (Nationalist)
       - (b) France
       - (c) U.S.S.R.
       - (d) United Kingdom (Great Britain)
       - (e) United States

h. United Nations Headquarters
  (1) Building site donated (17 acres) by Rockefeller
  (2) Seats in Assembly Room fitted with earphones which may be tuned to one of five basic languages interpreted
  (3) Chinese, French, English, Russian, and Spanish interpretations are given on the spot, simultaneously, into earphones
  (4) The U.N. prints its own stamps, and letters mailed at the U.N. have to carry U.N. stamps
  (5) Secretariat - 3000 people working directly under Secretary-General in New York alone - carry out instructions, not furthering own interests - carries on activities such as managing of meetings, postal service, interpreters, etc.
  (6) Economic and Social Council - 18 members elected by Assembly for three year terms in groups of six each year - promote better health, standards of living, human rights, and international cooperation
  (7) International Court - made up of 15 judges - no two from same nation, elected by Security Council and Assembly without any veto possible - example of work was dispute between the government of Iran and the Anglo-Iranian Oil Company, in which the British government appeared on behalf of the company.--(Based on David Coyle's book, The United Nations and How It Works)

i. For additional information refer to Everyman's United Nations.

IV. Activities

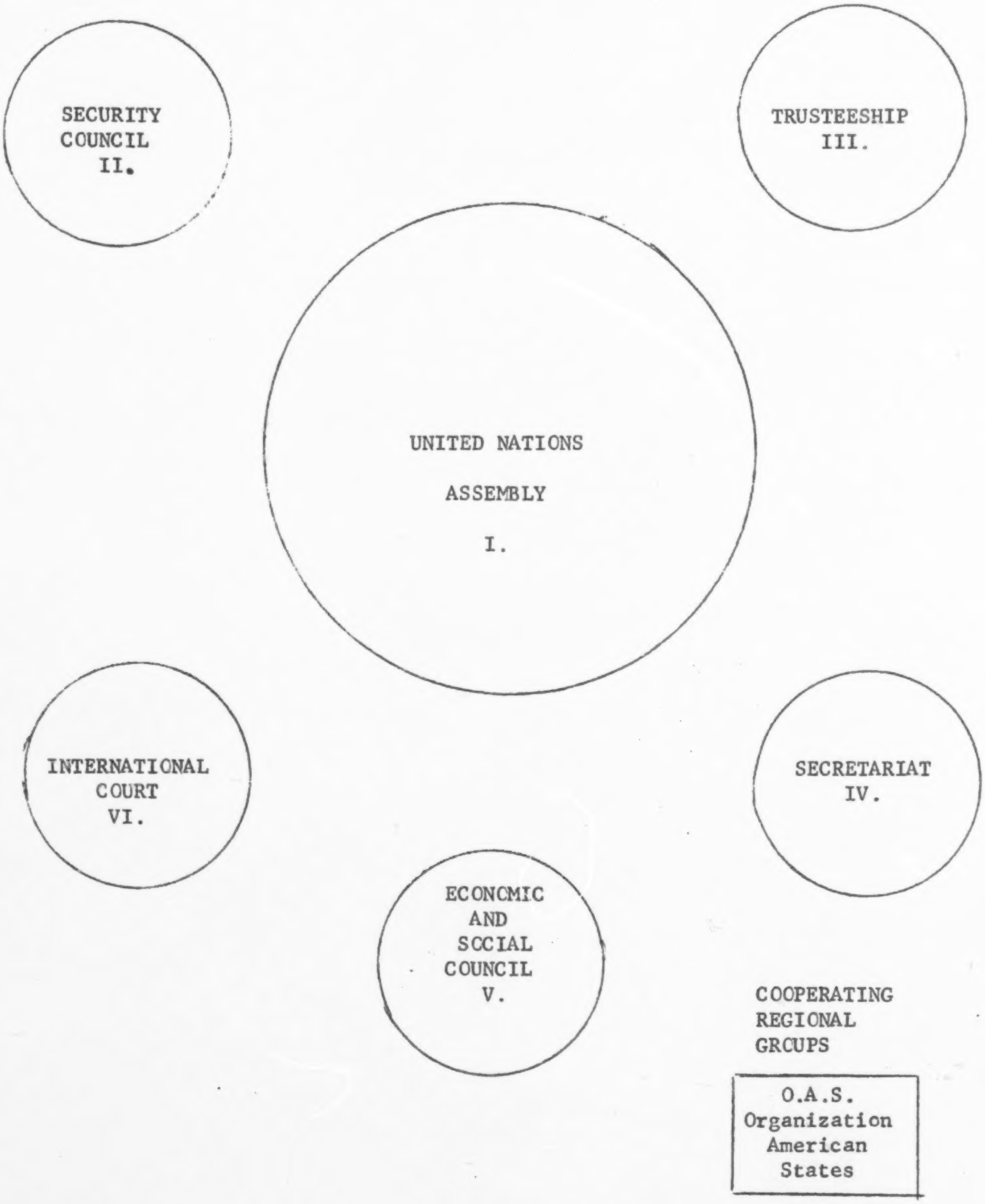
A. Motivational
  1. Looking at world map, answer:
    a. Which Latin American Republics are members of OAS?
      (1) Argentina
      (2) Bolivia
      (3) Brazil
      (4) Chile
      (5) Colombia
      (6) Costa Rica
      (7) Cuba
      (8) Dominican Republic
      (9) Ecuador
      (10) El Salvador
      (11) Guatemala
      (12) Haiti
      (13) Honduras
      (14) Mexico
      (15) Nicaragua
      (16) Panama
      (17) Paraguay
      (18) Peru
      (19) Uruguay
      (20) Venezuela
    b. How has the political map changed since 1943? (See pgs. 12-13 of Profiles of Newly Independent States.)
    c. Where are the countries located that make up the permanent members of the Security Council of the United Nations?

2. Discuss UNICEF. (Many children are familiar with this UN agency because they have participated in the program at Halloween time when they collected money instead of treats. However, they may not all be aware of the way this money is used by the UN.)

B. Developmental
   1. Keep a continuously changing bulletin board on current events, particularly involving Western Hemisphere and trouble spots.
   2. Have debates on issues being discussed by the UN.
   3. Have discussion groups of five with one moderator to answer such questions as:
      a. How successful has the United Nations been in furthering peace?
      b. What organizations within the United Nations have helped their member nations?
      c. Does the Security Council still serve as a necessary and successful part of the United Nations (i.e., Communist China, lack of financial aid from Russia, Israel, the veto)?
   4. Prepare bulletin board displays for UN Day (October 24th).
   5. Exhibit dolls representing UN member nations.
   6. Make a painting or model of the UN headquarters.
   7. Have the students write their own version of a "human rights charter" and compare it with the UN's "Universal Declaration of Human Rights."
   8. Write to children in other countries which belong to the United Nations.
   9. Invite a foreign exchange student to speak to the students about his country.
   10. Build a case study around a problem of the U.N. that illustrates changing characteristics of the UN structure.
   11. Have students select a member nation. They will become an expert on that country and later represent it at a mock General Assembly meeting.

C. Culminating
   1. Present plays written by committees of children envisioning the meeting of Churchill and Roosevelt when making the Atlantic Charter, etc.
   2. Have debates and discussion groups.
   3. Many consulates in Denver will send a representative to speak about his country and its policies.

ORGANIZATIONAL STRUCTURE


SECURITY COUNCIL II.
TRUSTEESHIP III.
UNITED NATIONS ASSEMBLY I.
INTERNATIONAL COURT VI.
SECRETARIAT IV.
ECONOMIC AND SOCIAL COUNCIL V.
COOPERATING REGIONAL GROUPS
O.A.S. Organization American States
O.A.U. Organization African Unity

HISTORICAL BACKGROUND OF LATIN AMERICA

HISTORICAL BACKGROUND OF LATIN AMERICA

I. Overview

It is against the background of their long colonial history that the Latin American Republics can best be understood. This unit enables the student to gain an historical understanding of Latin America. Subsequently, as the individual countries are being studied, reference may be made to information provided in this unit.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To understand the motives for exploration of Latin America
B. To gain insight into the basic differences of English and Spanish colonization and to see how these differences are reflected in current day culture and government.

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III. Content

A. Pre-Spanish Indian cultures (See Peru, Mexico, etc., for individual countries and detailed information on these.)

B. Explorers
  1. Rapid review of Columbus, Vasco de Gama, Magellan, Americo Vespucci
  2. Americo Vespucci sailed to new lands several times. He wrote stories about the lands and the stories were read by a German who believed them and who later published a geography in which he named the new world America.
  3. Greater detailed study
    a. Cabral - 1500 - Set out to follow de Gama's route to India, but was blown off course and landed on the bulge of South America. The result was that Brazil was claimed for Portugal.

b. Balboa - 1513
c. Cortez 1519-1521
d. Pizarro - 1530
e. Quesada - 1536
  (1) He heard of "The Guilded Ore"
  (2) Followed the Magdalena
  (3) Conquered Chibchas
  (4) Got over $2 million for Spain
  (5) Named provice "New Granada" (includes present-day Colombia and Venezuela)
f. Coronado - 1540-42 - explored American Southwest
g. DeSoto - first white man to discover Mississippi
h. Orellana
  (1) Left Pizarro
  (2) Crossed the Andes
  (3) Explored to the mouth of the Amazon

4. Line of Demarcation
5. Colonial life

a. Reasons for early colonization: riches, Christianization
b. Government
  (1) Spanish land system contrasted with English
    (a) Spanish - Ejido system, land grants to churches, land grants to Spanish individuals
    (b) English - town, plantation, middle colonies were mixture of plantation and small farms and villages
  (2) Colonial government
    (a) Spanish area divided into four viceroyalties
    (b) Within viceroyalties provinces were administered by governors.
    (c) Viceroys were appointed by the king
  (3) Encomienda system
    (a) An estate of land and the inhabiting Indians, formerly granted to Spanish colonists or adventurers in America for purposes of tribute and evangelization.
    (b) Some were enormous.
    (c) In return for their food, the Indians were to receive food, clothing, and a place to live.
    (d) The vast estates were called haciendas.
    (e) Missions were established in outlying areas where the priests Christianized Indians and conducted schools for them.
c. Classes of people
  (1) Continental Spaniards
    (a) Only ones allowed to hold offices
    (b) The highest class
  (2) Creole Spaniards
    (a) Spanish heritage, but born in the New World
    (b) Land owners and merchants
  (3) Mestizos
    (a) Mixture of Indian and Spaniard
    (b) Laborers and craftsmen

- (4) Indians
  - (a) Worked in fields and mines
  - (b) Were the lowest class
- (5) Later Negroes were brought to take Indians' place.

d. Trade
- (1) Colonies were sources of raw materials
- (2) Manufactured products could be bought exclusively from Spain.
- (3) Trade was restricted by Spanish government.
- (4) Trade with other countries was forbidden.
- (5) Smuggling was prevalent

6. World-wide Spanish-English conflict
   - a. Pirates
     - (1) Spain had control over Latin American treasures.
     - (2) Other European countries encouraged pirates to attack Spanish fleets.
     - (3) West Indies were home base for many pirates.
     - (4) The most famous pirate was Francis Duke.
   - b. Result of English-Spanish conflict
     - (1) The defeat of the Spanish Armada in 1588 marked the decline of Spanish power.
     - (2) Other countries were able to establish New World colonies without Spanish interferences.
     - (3) Enabled English colonies in North America to be established and developed.
7. Movement for independence
   - a. Influences of outside events
     - (1) American Revolution inspired other colonies to seek independence.
     - (2) Napoleon conquered Spain and Portugal.
       - (a) Spain neglected colonies.
       - (b) Colonies refused to obey viceroys appointed by Napoleon's brothers.
     - (3) Portuguese royal family fled to Brazil.
   - b. Grievances of the Spanish colonies
     - (1) Creoles had no share in public office.
     - (2) Restriction on books and trade
     - (3) High prices on goods
   - c. Heroes of independence
     - (1) Hidalgo-Mexico
     - (2) Miranda-Venezuela
     - (3) Bolivar-Colombia, Venezuela, Ecuador, Bolivia, Peru
     - (4) San Martin-Argentina
     - (5) O'Higgins-Chile
     - (6) Dom Pedro I-Brazil
8. Problems of the new nations
   - a. Creoles refused to take responsibilities.
   - b. Lack of education
   - c. Extreme class system
   - d. Interference of other European countries was discouraged by Monroe Doctrine.

IV. Activities

A. Ask problem questions such as the following:
   1. Why weren't the Indians placed on reservations?
   2. Do you think the Spanish treatment of the Indian was more beneficent than the United States treatment of the Indian?
   3. Why were Negroes from Africa brought to Brazil?
   4. When Europeans came to the New World, they brought equipment such as guns armor, and horses. They also brought knowledge about geography of the earth, about building and sailing great ocean ships, about scientific discoveries and about devices such as the wheel and the compass.
      How did European knowledge and culture change life for the Indian?
      Why would the two cultures tend to blend together rather than remaining separate and distinct?
   5. Why did so many Europeans of the time risk their lives exploring uncharted seas?

B. Maps of explorers' routes

C. Biographies

D. Group reports on Spanish colonial life

E. Murals, dioramas, or models comparing English and Spanish colonization

F. Film--"Discovery and Exploration - Spanish and Portuguese"

G. Filmstrip in culture kit on Cortez

H. Make a time line

I. Creative writing, such as imagining yourself as an explorer

J. Make a diary of what might have happened on an explorer's trip.

K. Write a newspaper article as if a discovery or event had just occurred.

L. Dramatize scenes from history.

M. Read Armstrong Sperry's book, "The Amazon", to the students.

MEXICO

MEXICO

I. Overview

Mexico, as the first of the Latin American countries to be studied, provides much of the historical and anthropological background necessary for further Latin American studies.

The teacher can involve the pupils in cultural depth studies to the extent deemed necessary to achieve the objectives. The pupils should find the study of the Mayans and Aztecs a fascinating adventure into the ancient past. The exposure to social structures, religious beliefs, and customs should help the children to develop a basis for understanding the peoples of contemporary Mexico.

This unit is designed for a period of approximately four weeks.

II. Objectives

A. To increase our understanding of the people of Mexico and their way of life through a historical study of their customs and traditions
B. To recognize and understand that Mexico is a combination of Spanish and Indian cultures and that it represents contrasts of old and new way of living
C. To compare and contrast the Mexican way of life with our own

III. Content

A. Early inhabitants (Indian tribes who were early inhabitants of Mexico were the Mayas, the Chichimic, Toltec, Mistex, Zepotex, and the Aztecs. They were very skilled in making pottery; weaving baskets, mats, and other articles; and in the making of jewelry and ornaments. These tribes spoke different languages and had many different customs).

1. The Mayas (In the first millennium B.C., Mayan Indians, or their predecessors, inhabited parts of Mexico and Central America. It seems that a group of these peoples appeared in Guatemala about the beginning of the Christian era and from there spread into Yucatan where their civilization reached its greatest height about 500 A.D. Living in large cities, they built great pyramids and temples, worshipped many gods, practiced agriculture and various manufacturing pursuits, and were ruled over by hereditary chiefs. They developed a form of writing which has not been interpreted fully, and they wrote many books of which only a few exist today. They developed a surprisingly accurate calendar and seem to have understood certain facts concerning astronomy. When the Spanish conquerors arrived in the region, they found only ruined cities, and the natives appeared to know nothing of their ancestors. The mystery of the origin and decline of Mayan civilization is still unsolved. Military invasions from Central Mexico, however, were a contributory factor. Maya civilization did not disappear.

a. The coming rise of the Mayas
(1) One theory that exists as to how Indians migrated to America is across the Bering Land Bridge.
(2) Appeared in the Yucatan Peninsula around the year 2000 B.C.
(3) Mayas lived in small, compact, and self-contained villages, very similar to the Greek "city states."
(4) During this period the Mayas perfected their calendar, progressed in glyph writing, perfected the use of dated monuments and temple cities.
(5) Then, for some reason, in the year 1000 A.D., these temple-cities (numbering in the hundreds) were abandoned. They were not taken by conquest; there is no evidence of any cataclysmic climate change, nor of disease that might have swept away the community.
(6) After 900 A.D. there was a concentration of the Maya tribes in the northern part of Yucatan.
(7) During the tenth century the Itzas (a Mayan tribe) and the Toltex (a classic people from central Mexico) joined and occupied Chichen Itza. Following the occupation of Chichen Itza, a splinter group of the same people began to build a city which they called Mayapan. It headed the league of that name and became the first known capital of the Maya.
(8) This was the time of the Maya renaissance; art and architure flourished anew.
(9) The League of Mayapan endured, according to Maya chronicles, from 987 to 1194 A.D. In the latter year occurred a civil war, the origins of which are obscure, between Mayapan, the capital, and Chichen Itza, the larger and most famed city of Yucatan. Mayapan emerged as the leading city-state. In 1441 war broke out again between the Cocoms, who claimed they were "natural lords of the Maya," and the Itza, who had been expelled from the city of Chichen Itza. The Itzas planned a mass attack on Mayapan when all of the Cocom leaders were present, slaughtered them to the man, sacked and destroyed the city. From this time on the civilization began to decline.
(10) The Mayas were the first to feel the presence of the white man. Yet, curiously enough, they were last to fall. The Mayas endured as a cultural entity for thirty-seven hundred years.

b. The Mayan people
(1) The average man was 5'1" tall, robust, and strong.
(2) Mayan women were small and dainty - average height 4'8".
(3) Mayans had broad flat heads. As soon as a baby was born, his head was artificially flattened by being placed within two tied boards.
(4) Ear lobes were pierced for pendants and so was the seprum of the nose.

- (5) The hair was long, black, and lustrous, wrapped around the head and braided like a wreath leaving the queue to hang down behind like tassels. Tied to the hair was an obsidian mirror disc (these were worn only by the man).
- (6) They tattooed their bodies.
- (7) Maya eyes were dark, lustrous, and slanted. Many were cross-eyed. Maya mothers hung a pitch-ball in front of their children's eyes so close that both eyes focused on it and this way began to cross.
- (8) Their skin color varied from light brown to dark copper. The men for some unaccountable reason seem lighter than the women.

c. Mayan clothing
- (1) Men
    - (a) Wore a woven cotton breechclout (also breachcloth)
    - (b) Around their shoulders they wore a covering like a poncho. It was elaborated according to one's station in life.
    - (c) Sandals made of tapir or deer hide were tied to the feet by two thongs.
- (2) Women
    - (a) Wore a single piece of decorated woven cloth with holes for the arms and a square-cut opening for the head.
    - (b) A lighter, white petticoat, decorated and fringed was worn underneath.
    - (c) They draped a stole about their shoulders.
    - (d) They walked barefoot.

d. Mayan food
- (1) Maize was the principal sustenance. Various food and drink were made from this.
- (2) Deer, tapir, rabbit, agoutis, turtle, armadillo, iguana, and manatee, or sea cow,were eaten when available.
- (3) Turkey and other wild or tame fowl were abundant.
- (4) Fish, fresh or sun dried, was also eaten.
- (5) Several varieties of beans, squash, and pumpkin were grown.
- (6) There were sweet potatoes, avocado, papaya, sapote, mulberries, and melons.
- (7) Fermented honey became mead, and the Mayas were enthusiastic drinkers of chocolate.

e. Mayan homes
- (1) The house of the common man was simple and practical.
- (2) The house was constructed in a form that was round, square, rectangular, or as is the best known in Yucatan, apsidal (rounded at both ends).

(3) The frame was made of withes and rested on a stone foundation. The withes were then covered with adobe and colorfully painted.
(4) The high pitched roof was made of trunks and saplings and wonderfully thatched, then as now, with palm leaves.
(5) The interior was divided by a wall, one part became the kitchen and the other contained their sleeping racks.
(6) There was only one entrance, and it had no door. Across the entranceway was placed a string from which hung small copper bells; in the house of a noble, the single entrance was usually covered with a richly decorated drapery.
(7) The nobles' homes were similar to those of the common man but larger and more spacious. Some were made of sculptured stone.
(8) Inhabitants of the house who died were buried beneath the hard mud floor; and after several burials the house was abandoned, and then treated as a sacred burial plot.

f. Mayan social organization
(1) Maya society has been likened to that of the city-states of Greece. The comparison is most apt. Each had a common language, culture, and religion; each was fiercely independent and often warred with another.
(2) There was a noble class, from which all office holders were selected; lower men did the laboring; and at the base of the pyramid were a multitude of slaves.
(3) The Mayas are thought to have had some clan organization wherein the land was communally owned and communally worked.

g. Mayan religion
(1) Religion pervaded everything. The whole of the Mayan life was religiously oriented--birth, death, agriculture, time count, astronomy, and architecture. Life itself was bound up with religion and its rituals.
(2) There were all forms and fashions of gods in all walks of life, all crafts, and all professions.
(3) The high priest provided the oracles, trained the children of other priests, and the second son of the Lord Maya.
(4) The Mayas, as did other civilizations of Latin America had human sacrifice but not to the extent of the Aztecs
(5) The Mayas believed that like other living beings the gods had to be nourished. Blood was considered most important, and the Mayas thought human hearts were cherished by the gods.
(6) A victim marked for sacrifice was painted blue.

    (7) There were three different types of sacrifice:
        (a) Arrow ceremony - victim was shot full of arrows
        (b) Heartrending - cut across the chest to expose the heart
        (c) Selected one - victim thrown into well or cenote
  h. Mayan arts and crafts
    (1) The Mayas were excellent weavers.
    (2) Featherwork was highly developed.
    (3) Mats were woven from grass and considered a symbol of authority.
    (4) Baskets were made from reeds, rushes, sedges, grass, and vines.
    (5) Rope was plaited out of the tough fibers of the henequen or hemp.
    (6) The Mayas were pottery makers of the highest quality with great imagination and design; yet this was done without the potter's wheel.
    (7) The function of sculpture was twofold--first, architectural and secondly, it stood on its own as an art.

2. The Toltecs

They were a highly civilized people who lived in the Mexico Valley. They were known as "The Builders" because they built many palaces, temples, and pyramids. They also made beautiful ornaments of gold and silver.

3. The Aztecs

The Aztec Indians were one of the most civilized and powerful groups of ancient America. They occupied the Valley of Mexico and surrounding areas from A.D. 1200 until they were conquered by the Spanish under Hernando Cortez in 1521. From their capital city, Tenochtitlan (pronounced Tay nohch' tee tlahn'), now Mexico City, the Aztecs controlled a large land area that included most of central and southern Mexico. The Aztec Indians were famous warriors, with a highly developed military organization. Their complex religious practices, which formed the basis of their culture, emphasized large-scale human sacrifice.

The people of Mexico and Central America gradually developed an advanced culture over 3,000 years. The Aztecs came at the end of this long period of growth, and had such features of civilization as real cities with populations controlled by well-organized governments. The Aztecs borrowed much of their culture from the earlier Toltecs, who lived in the region before them, and from the advanced civilization of the Mayas.

The Aztecs belonged to the American Indian race. They were sturdy people with dark skin, coarse hair, and broad faces. They were the ancestors of living "Aztecs" of Mexico, the still fairly numerous people who speak Nahuatl instead of Spanish or at least use it at home. The Aztecs and other Mexican Indian groups were not annihilated by the Spanish, but persisted, some intermixing with the newcomers to form the now predominant Mestizo group, others remaining almost "undiluted" descendants of their Aztec, etc. ancestors. (From the Nahualtl - pronounced Nah wah t'l - came such words as tomato, chocolate, and chili.)

The Azetcs were conquered by Hernando Cortez, a Spanish adventurer who began his conquest in 1519. Montezuma, the Aztec leader, sent Cortez gifts of silver and gold in hopes that he would leave Mexico. Cortez wanted this land, rich in silver, gold, and precious gems. So with his soldiers he marched across the country, conquering the Indian tribes. When he reached Tenochtitlan, Cortez captured Montezuma and declared himself ruler of Mexico.

B. Geography and climate - Mexico has a total area of about 760,000 square miles. The area is about one-fifth the size of the United States or three times the size of the State of Texas. The Tropic of Cancer divides Mexico from north and south almost equally. Much of Mexico is a lofty plateau with mountains on the eastern and western sides of the country. A narrow coastal plain on the west and a wide coastal plain on the east border the Pacific Ocean and the Gulf of Mexico, respectively. In the high plateau of south central Mexico lies the "Valley of Mexico" called by the native "Anahuac" or the "Country by the Waters" because of the many lakes in the region. Here, at approximately 7,800 feet above sea level, is located Mexico City, with a mean annual temperature of 62°. The plateau region is generally temperate in climate, the temperature in the mountains is cold, and that along the seacoast is hot. Mexico has few rivers. The Rio Grande is the longest, extending along the northern boundary. The harbors are few, and no first-class natural harbors exist. Regions of heaviest rainfall are in the southern and eastern portions of the country.

C. Mexican government today
Today Mexico is a Federal Republic of 29 states, 2 territories, and a Federal District. The people elect a president who serves for six years. The Congress consists of a Senate and a Chamber of Deputies.

D. The people

There are more than 30 million people in Mexico today. They are of mixed races, but most of them are part Indian. Those who are of Spanish and Indian descent are called mestizos. In the greater part of Mexico, the Indians and whites have mingled their customs and manners in such a way as to become one people. However, in some parts the Indians still use their ancient language and customs and have very primitive ways of living.

1. Peons

   A peon is a person of the laboring class. There are many peons in Mexico today. They wear sombreros, sandals, and serapes. They are often laborers on the haciendas, and their small houses are adobe brick with one or two rooms, dirt floors, and very little furniture.

2. Wealthy people

   They usually live in houses that are Spanish colonial or modern in style. These houses have two stories and usually there are balconies built out from the windows. They have several rooms which are beautifully decorated and well furnished. The house usually has a patio, or inner courtyard, with a fountain and beautiful flowers. The haciendas, or ranches, have large houses similar to the better homes in the cities.

3. Food

   The food of the workers in Mexico is very simple and not plentiful. Tortillas, frijoles, and tamales are the chief foods. Corn and beans have always been the "staff of life" in Mexico. Water is scarce and is carried from house to house and must be boiled or filtered before it is safe to drink. Every day after the midday meal, the Mexican takes a nap or siesta.

4. Clothes
   a. Men wear white cotton trousers and loose shirts. Many of them carry a "serape" which is a narrow blanket worn as an overcoat or raincoat or used when sleeping. The wide-brimmed straw hat, called a sombrero, is very popular.
   b. Women usually wear long skirts with colorful blouses. They wear shawls over their heads.
   c. Some of the Mexican people wear ready-made clothes of the same style that we have in the United States.

5. Recreation

   The Mexican people are fond of recreation. The most exciting sport to them is bullfighting. Horseback riding, golf, bridge, tennis, ball games, and polo are also popular in this "Land of Tomorrow." In the evening, opera houses, theaters, symphony orchestras, and wandering musicians provide entertainment.

6. The "Fiesta"
   "Fiesta" is the Spanish word for feast day or holiday. It is like a carnival or county fair and is one of the most delightful forms of entertainment. Fiestas are held in honor of a patron saint or to celebrate great political events. The days are celebrated by worship, by ringing of bells, exploding of fireworks, and dancing.

E. How the people of Mexico make a living
1. Agriculture
   The southern part of the plateau region is the richest farming region of Mexico. Corn, wheat, beans, and maguey are grown in great quantitites in this region. Alfalfa and vegetables are also grown here.

   A great variety of fruits and other products are grown in the coastal regions. Among the fruits are oranges, pineapples, and bananas. Sugar cane, rice, coffee, cacao, and tobacco are also grown.
2. Grazing
   Herding is one of the chief occupations in northern Mexico, and here cattle and sheep can be raised very cheaply. The land is too dry for farming. Because of the mild winters, grass grows all during the year, and no shelter is necessary for the livestock. A rancher in Mexico is known as a "ranchero," and a cowboy is known as a "vaquero."
3. Mining
   Mexico is one of the richest countries in the world in minerals and is, therefore, sometimes called "The Treasure House of the World." It ranks first in the production of silver. Other valuable deposits are gold, lead, copper, and petroleum. The richest silver mines are in the northern part of the central plateau. Zinc. antimony, graphite, mercury, coal, and other minerals are mined.

F. Trade
1. What the United States receives from Mexico
   The United States receives chiefly raw materials from Mexico. Among these imports are petroleum silver, lead, gold, copper, sisal hemp, textile fibers, coffee, bananas. and chicle taken from the forests of Mexico and used in making chewing gum.
2. What the United States sends to Mexico
   Since Mexico is not well developed in the manufacturing industry, the United States sends chiefly manufactured goods, such as machinery, automobiles, chemicals, paper, food products, and textiles.

G. Mexico's capital

Mexico City, in the south central part of Mexico, is the capital. It is the oldest city in North America. Mexico is a manufacturing center, a railroad center, and a center for air transportation.

H. Chief seaports

Veracruz and Tampico, both on the Gulf of Mexico, are the chief seaports of Mexico.

I. Inland city

Guadalajara, in the west central part of Mexico, is an important inland city and the chief center of art and culture. It is especially known for its fine pottery.

J. Mexico's lack of progress

The existence of a few large estates today is probably not a significant cause of Mexico's economic backwardness (a relative term; Mexico is considerably ahead of the majority of the "developing" nations). The once numerous and oppressive haciendas were broken up during the ten-year Revolution, which began in 1910, and then by legal actions in the 1920's and 1930's. Many of the former great estates were set up as ejidos, a kind of communal agricultural system. Latifundismo played a major role in holding back Mexico's economic growth, but without posing as an expert in agrarian economics, the big hacienda epoch has probably long passed away. (Source - Gordon W. Hewes, Professor of Anthropology, University of Colorado).

Lack of adequate transportation, lack of adequate education, money and modern machinery are some situations which have hindered Mexico in the development of its rich resources.

K. Mexico's efforts to become more progressive

The Pan American highway and increased airline service is bettering the transportation difficulties which have existed for thousands of years in Mexico. More and more teachers are being taught in normal schools, and secondary schools have been opened to all students. Excellent trade schools are being constructed. With these improvements the Mexican children can look forward to a better educational future. Through the Organization of American States, Mexico receives aid from the United States. The United States is aiding her finacially and sending modern equipment so that her resources may be developed. By these means Mexico is trying to overcome the obstacles which have prevented her from being a progressive country.

IV. Activities

A. Motivational

1. Have Mexican bulletin board.
2. Have a Mexican display on table.
3. Give each student an outline map of Mexico on which they will print each body of water and each country that borders Mexico. Within the country locate each of the following by printing the name in the correct position: Western Sierra Madre, Eastern Sierra Madre, Mexican Plateau, Peninsula of Yucatan, Baja California, and the capital of Mexico.
4. Have each student keep a vocabulary section in his social studies notebook.
5. Use pictures, films or slides.
6. Locate Mexico on the globe.
7. Discuss Mexico as our nearest southern neighbor.

B. Developmental

1. Each day give some elementary, conversational Spanish words to be listed and defined in the vocabulary section of the notebooks.
2. Make Mexican menu.
3. Divide class into groups for various sections of unit.
4. Have group presentations as unit progresses.
5. Make a Mexican flag.
6. Make adobe houses with thatched roofs.
7. Make Mexican project - students' choice.
8. Write a dramatization, using resource materials as guide.
9. Using all students as cast, rehearse dramatization for presentation to other classes as culminating activity.
10. A bulletin board or corner of the room could be arranged with pictures and artifacts of the Mayas or early Mexico.
11. Teacher or student may read a story about the Mayas or Aztecs.
12. Show a film or filmstrip.
13. Make a list of children's questions.
14. Children should be encouraged to look at home and in the library for pictures and stories of Mayas.
15. Pupils may construct a wall map of Latin America designating the early Indian civilization.
16. Some children may write for information about the Mayas and Aztecs (Pan American Building, Constitution Avenue, Washington, D.C., price 25 cents).
17. Draw or paint pictures depicting the Mayan life.
18. Construct miniature Mayan temples or houses.
19. With clay, construct pottery, figurines, or other artifacts.
20. Make block prints of Mayan signs or symbols.

21. Visit museums.
22. Construct miniature Aztec Temples.
23. Prepare a menu of an Aztec meal.
24. Make an Aztec book showing aspects of Aztec life.
25. With clay, construct an Aztec calendar, pottery, figurine, or other artifact.
26. Make block prints of Aztec day signs or symbols.
27. Traditional foods (real or pictured) may be displayed and discussed.
28. Make a wall mural depicting the Aztec way of life.

C. Culminating
  1. Groups could present reports based on readings--panel discussions, exhibits, puppets, dramatizations.
  2. Take a field trip--Museum of Natural History, City Park, Schleier Gallery, 1343 Acoma.
  3. Have question box quiz (children pull question out of box and try to answer).
  4. Invite parents and other classes to see and hear some of the information learned about the early Indian history.
  5. Arrange display of Mexican projects and invite other classes. Have each student explain his project.
  6. Suggest Mexican pen-pals. Resource list from which names can be obtained: International Friendship League, Inc. 40 Mt. Vernon Street, Boston, Massachusetts (charge - 50 cents per name); Jo's Mail Hobby Exchange, 138 Passaic Street, New Jersey (issued monthly at 10 cents); World Mailbag, 2 Hillcrest Road, West Nyack, New York (no charge send stamped, self-addressed envelope); Youth Pen Pal Exchange, Box 6993, Washington 20, D. C. (no charge - send stamped, self-addressed envelope).
  7. Present dramatization to other classes.

D. Ask questions such as the following:
  1. Changes in a people's ideas and way of life often accompany the shift of population from a rural to an urban society. Why?
  2. Why are the years from 1821 to 1920 called "Mexico's stormy century?"
  3. Why do few people live in the lowlands of the gulf coastal plain?
  4. If you were a Mexican farmer, would you prefer working on a village-owned ejido or on your own small farm? Explain your answer.
  5. Why did Father Hidalgo believe it was necessary for the Mexican people to fight for their freedom?
  6. After winning their independence, why did the Mexican people have so much trouble setting up a truly democratic government?

V. Suggested materials

A. "The Aztecs," Pan American Union, Constitution Avenue, Washington 25, D.C., 12 copies for 25 cents each
B. "The Mighty Aztecs," American Red Cross, February, 1964
C. "The Conquest of Mexico," Children's Digest, May 1965
D. Colorado Museum of Natural History (section on epic of man in the Western Hemisphere)
E. Schleier Galleries (excellent collection of Aztec art)
F. Denver, Art Museum
G. International House
H. The True History of the Conquest of Mexico, by Diaz del Castillo, George G. Harrap and Company Ltd., London, Calcutta, Sydney (This is an excellent book. It can be checked out from the Denver Public Library.)
I. The Broken Spears, The Aztec Account of the Conquest of Mexico, by Miguel Leon Portilla, Beacon Press, Boston, Massachusetts (available at Denver Public Library.)

CENTRAL AMERICAN COUNTRIES

CENTRAL AMERICAN COUNTRIES

I. Overview

Central America is frequently referred to as "a land between two continents". The United States is especially interested in these countries because of the trade with them, its interest in the Panama Canal, and the large investments that the people of the United States have in this area. This unit provides an orientation to the countries of Central America.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To recognize common interests as well as differences among Central Americans and Anglo-Americans

B. To be aware of the influence which the terrain of Central America has on the social and economic activities of the people of Central America

C. To recognize the importance of the Panama Canal to world trade and to our defense system

III. Content

A. History

1. The Mayan Indians were among the first inhabitants.
2. Central America shares the Spanish colonial history of Mexico.

B. Geography

1. The area along the Pacific Ocean is mostly a mountainous region.
2. The eastern part of Central America which lies along the Caribbean Sea is a lowland.
3. To the west of the lowland and stretching inland to the mountainous region is the great highland or plateau region.

C. Climate

1. Tierra caliente (hot country)
    a. Sea level (3000 feet)
    b. Temperatures exceed 75 degrees.
2. Tierra templada (temperate country)
    a. 3,000 - 6,000 feet
    b. Temperatures range from 65 - 75 degrees.
    c. Eighty percent of the population resides in this area.

3. Tierra fria (cold country)
    a. 6,000 feet and higher
    b. Temperatures range from 55 - 65 degrees
    c. Tropical climate

D. Economy
    1. Most of these countries rely on a one-crop economy, but steps are being taken to solve this program.
    2. The Central American Common Market is considered to be very much an ongoing concern. The Alliance for Progress (common market) is a customer union with free mobility of the factors of production, capital and labor.
    3. Foreign capital has been primarily responsible for raising educational and sanitary conditions.
    4. Chief imports are iron and steel, manufactured products, cotton, wheat, flour, foodstuffs, drugs, and chemicals.
    5. The main export crops are bananas and coffee. Others are chicle, mahogany, kapok, and cacao.
    6. The agricultural pattern is a plantation system accompanied by a subsistence level of farming.

E. Guatemala
    1. Capital - Guatemala City
    2. Principal industry - chicle --- in the northern section, Peten (pa tan)

F. Honduras
    1. Capital - Tegucigalpa (Te goo sĭ galipa)
    2. Most famous Mayan Indian ruins of Central America - at Copan
    3. Principal industry - bananas

G. El Salvador
    1. Capital - San Salvador
    2. Smallest republic and most densely populated
    3. Chief products - coffee, tobacco, cacao, and balsam

H. Nicaragua
    1. Capital - Managua (Ma na guia)
    2. Lake Nicaragua - largest lake in Central America
    3. During the California "gold rush" Nicaragua -- used as a land and water route
    4. The United States once considered building a canal in this area and the idea has not yet been completely discarded.
    5. Chief products - coffee, cacao, raw sugar, beans, corn, and rice

I. Costa Rica
    1. Capital - San Jose
    2. Costa Rica --- "rich coast"
    3. Most progressive Central American country
    4. Chief industry - coffee

J. British Honduras
   1. Colony of Great Britain
   2. Capital - Belize
   3. Most people speak English
   4. Principal industry - mahogany

K. Panama
   1. "Crossroads of the World" is its nickname.
   2. Capital is Panama City.
   3. Panama was crossed in 1513 by Balboa.
   4. United States engineers, under a concession from the government of Panama (then called New Granada), built a railroad across the isthmus in the early 1850's.
   5. First attempt to build a canal was made by the French.
   6. The United States rented a strip of land ten miles wide and began work in 1904. Ten years later, in 1914, the first ship passed through the canal.

IV. Activities

A. Set up a model travel agency - airline time tables, travel posters, etc.

B. Pantomime events such as Balboa discovering the Pacific.

C. Write short reports on products of Central America - chicle, bananas, mahogany, etc.

D. Write letters to countries (either children in schools there or embassy) for information.

E. Make puppets with clothing representative of this area.

F. Build a simplified working model of a canal lock system.

G. Have each student write a two or three page report on his favorite Central American country.

H. Have a student write a report on the marimba (a very well-known instrument in Guatemala).

I. Since airplanes are a major part of the transportation, students could study the different types of airplanes utilized in this particular area.

J. Write a report on the educational system of the Central American Republics.

K. Make a relief map of the Central American countries.

L. Have students conduct an in-depth study of one nation.

M. Ask questions such as the following:
   1. How does the Central American common market help the member nations?
   2. Why do bananas need intensive care and cultivation?
   3. Why would it be dangerous for a nation to depend on one crop for its major source of income?
   4. Why is Central America called the "crossroads of the Americas"?

N. There are some interesting events which might be dramatized.

   1. The Indian market at Chichicastenango
   2. Meeting the problems connected with the building of the Panama Canal
   3. Concealing the gold altar in Panama from the pirates

O. Divide the class into committees, one for each country. Have each committee draw several pictures showing several things which particularly apply to a certain country. Place all the pictures in front of the room, and see which students are able to connect the most pictures with the correct countries.

THE NORTHERN COUNTRIES OF SOUTH AMERICA
(VENEZUELA, ECUADOR, AND COLOMBIA)

THE NORTHERN COUNTRIES OF SOUTH AMERICA
(VENEZUELA, ECUADOR, COLOMBIA)

I. Overview

The trade relationships with the Americans in the southern part of the Western Hemisphere, the growing cultural exchange, and the efforts made by the Organization of American States have served to strengthen the bonds between these countries and ours. The events which affect South America's future affect ours also. Consequently, through studying these countries and becoming familiar with their history and customs it is hoped that the students of today--the citizens of tomorrow--will be able to avoid many misunderstandings which have had a negative effect on our friendship in the past.

The first unit on South America provides an opportunity to study Venezuela, Ecuador, and Colombia.

Time for this study is three weeks.

II. Objectives

A. To become aware of the tremendous influence the early European culture had on the lives of these people

B. To learn how the topography affects the way people live and the kinds of crops they raise

C. To understand the political and economic links between the United States and these countries

D. To recognize some of the problems these South American peoples are trying to solve

III. Content

A. Venezuela
  1. Location
    a. Republic is on the Northern coast of South America
       Name is Spanish for "Little Venice"
    b. Faces the Caribbean Sea along northern coast; Colombia borders west; Brazil on the south; and British Guiana on the east
  2. Topography
    a. Maracaibo Lowlands
      (1) Surrounded by mountains
      (2) Lake Maracaibo (largest lake in South America)
      (3) Swamps around lake

b. Northern Highlands
(1) Social, economic, and political center of Venezuela
(2) Low mountains and rich valleys
(3) Chief agricultural region
(4) Most of the population resides in this region
c. Orinoco Plains or Llanos
(1) Flat area between Northern Highlands and Orinoco River; covers 120,000 square miles
(2) Dry, flat, brown plain during dry season
(3) During wet season this area becomes vast swamp because of flooding
d. Guiana Highlands
(1) This area covers half of Venezuela
(2) High plateau, dense forest, rugged mountains
(3) Angel Falls (highest waterfall in the world)
(4) Not fully explored

3. Climate
a. Maracaibo Basin
(1) Highest average temperatures in Latin America
(2) Hot, sticky weather which has no cooling breezes
b. Northern Highlands - spring-like climate year-round
c. Orinoco Plains or Llanos
(1) Dry season from December through April; ground becomes hard and dry as cement
(2) Wet season from May to November; rivers overflow and flood thousands of square miles of plains
d. Guiana Highlands - varied climate

4. History
a. Alonso de Ojeda, a Spaniard, led an expedition to Venezuela in 1499. Settlers fought 49 years to conquer Carib Indians, Teques, and other tribes.
b. Charles V of Spain leased right to settle in Venezuela to Welser merchant family of Augsburg, Germany.
c. Spaniards protested against letting non-Spaniards settle--German colony then returned to Spanish rule.
d. English, Dutch, and French pirates attacked Venezuela in the 1600's; English pirates called coast "Spanish Main."
e. Struggle for independence
(1) Francisco Mirada (father of South American independence) failed in first movement for independence in 1806.
(2) Congress declared Venezuela independent, July 5, 181
(3) Mirada became dictator in 1812, but was captured by Spanish.
(4) Simon Bolivar, the Great Liberator, defeated the Spanish in 1819 and set up Republic of Great Colombia, including Colombia and Ecuador.
(5) Bolivar became President.
(6) Venezuela separated from Great Colombia in 1829, and set up own government under President Paez.

- f. Strife and dictatorship
  - (1) Paez controlled country 20 years.
  - (2) Jose Gregoria Monagas, Tadeos Monagas, General Blanco, Castro, General Gomez, and others followed as dictators.
- g. Recent developments
  - (1) Revolution in 1945 and liberal government took power.
    - (a) President Betancourt expanded rights of people.
    - (b) Venezuela became charter member of the United Nations.
  - (2) Further rebellions, assassinations, and military "take-overs" followed.
  - (3) In 1953, the 24th constitution was adopted.
    - (a) All people over 21 may vote.
    - (b) Five year term for President was adopted.
  - (4) Dr. Raul Leoni is now President of Venezuela.

5. People today
   - a. Races
     - (1) 7 out of 10 are mestizos; most are farmers who live in the Northern Highlands.
     - (2) 1 out of 5 is white; these live chiefly in Caracas and dominate political and economic life.
     - (3) 1 out of 10 is Negro; live along Caribbean coast and work as farmers and laborers.
     - (4) Only a few Indians; live west of Lake Maracaibo.
   - b. Religion - most are Roman Catholic
   - c. Food and shelter
     - (1) Corn is basis for most menus.
     - (2) Venezuela does not raise enough food for the population and must import it.
     - (3) Standard of living is usually low.
       - (a) Cities have big government-built apartments.
       - (b) Indians in Guiana Highlands lead primitive life.
       - (c) Llaneros are herdsmen of Orinoco Plains and live rugged, lonely lives.
   - d. Recreation
     - (1) Swimming and deep-sea fishing
     - (2) Cockfighting
     - (3) Bullfighting
     - (4) Soccer
   - e. Occupations
     - (1) More than half the people are agricultural workers.
     - (2) Whites - professions and government
     - (3) Mestizos - herdsmen and farmers, oil workers
     - (4) Negroes - farmers and laborers
     - (5) Indians - farmers and oil workers
   - f. Handicrafts
     - (1) Pottery making
     - (2) Weaving

- g. Transportation and communication
    - (1) 15,000 miles of roads
        - (a) 700 mile Simon Bolivar Highway is part of Pan-American Highway.
        - (b) Recently the government invested much money in highways.
    - (2) 775 miles of railroads, mostly along the Caribbean coast
    - (3) Orinoco River and its branches - about 10,000 miles of navigable rivers, coastal shipping also important.
- h. Current events
- i. Education
    - (1) Law requires children to attend school from seven years old until they finish six grades.
    - (2) There are three state universities.
    - (3) More than half the people are literate.

6. Economy
    - a. Natural resources
        - (1) Petroleum, greatest mineral resource.
        - (2) Gold, iron ore, manganese, copper, coal, asphalt, diamonds, and salt.
        - (3) Forests (600 different kinds of trees).
            - (a) Chicle
            - (b) Rubber
            - (c) Balata
    - b. Industry
        - (1) Oil
        - (2) Agriculture
    - c. Manufacturing
        - (1) Growing with governmental help.
        - (2) Textiles, cement, shoes, drugs, tires, tobacco products, soap, flour, and fertilizers.
    - d. Trade
        - (1) Exports
            - (a) Oil accounts for 90 percent of Venezuelan exports
            - (b) Iron ore, coffee, and cacao are other leading exports.
        - (2) Imports
            - (a) Machinery
            - (b) Iron and steel products
            - (c) Vehicles
            - (d) Chemicals
            - (e) Wheat
7. Cities
    - a. Most cities are in the Northern Highlands.
        - (1) Caracas - capitol and birthplace of Bolivar.
        - (2) La Guaira - seaport for capitol.
    - b. Maracaibo, second largest city, is the headquarters for oil companies.
    - c. Ciudad Bolivar, leading southern city, stands on banks

of Orinico River.
- d. Puerto Cabello and Santa Marta are other leading seaports.

B. Ecuador
- 1. Location
  - a. On west coast of South America between Colombia and Peru
  - b. Equator crosses the country, named after it
  - c. Covers an area slightly larger than Colorado
- 2. Topography
  - a. Coastal lowlands
    - (1) Swamps and low hills
    - (2) Guayas most important river
    - (3) Rain forest
  - b. Andes Highlands
    - (1) Lie in center of Ecuador
    - (2) About 30 volcanoes
      - (a) Cotopaxi - 19,344 feet high
      - (b) Tallest active volcano in the world
    - (3) Most of the population here
  - c. Eastern lowlands
    - (1) Slopes and foothills of the Andes
    - (2) Plains of Amazon River Basin
    - (3) Primitive Indians
    - (4) Never fully mapped or explored
- 3. Climate
  - a. Coastal lowlands - hot, humid, rainy
  - b. Andes highlands
    - (1) Climate of perpetual spring
    - (2) Average temperature, 45-70 degrees, depending on altitude
    - (3) Quito - capitol
      - (a) 15 miles south of equator
      - (b) 9,300 feet above sea level
      - (c) Average temperature 55.2 degrees
  - c. Eastern lowlands
    - (1) Hot, steamy
    - (2) Dense rain forest
    - (3) Heat, insects, malaria
- 4. History
  - a. Indian kingdom of Quito had been conquered by Incas just prior to Spanish arrival.
  - b. Spanish under Pizarro overthrew Incas in 1533; Pizarro sent Sebastian de Benalcazar to overrun region.
  - c. It prospered under Spanish rule.
    - (1) Indians converted to Christianity
    - (2) Learned to raise cattle, pigs, and wheat
    - (3) Francisco Espejo - a doctor, (improved methods of health and social services)
  - d. First blow for freedom struck on August 10, 1809 (Independence Day), but remained Spanish until revolution of 1822. Was liberated by Venezuelan General Antoine

Jose de Sucre.

- e. This country joined Colombia and Venezuela in a republic called Greater Colombia under Bolivar.
- f. Republic was stormy
  - (1) Poverty of resources
  - (2) Disunity
  - (3) Illiteracy
  - (4) Religious clashes
  - (5) Armed rebellions
  - (6) Lost land because of weak government
  - (7) Presidents like dictators
- g. Government today
  - (1) In theory
    - (a) 19 provinces
    - (b) 4-year term for the president with no re-electio
    - (c) Cabinet
  - (2) In reality (1966)
    - (a) Chaos
    - (b) Constant overthrow of military and civilian governments

5. People today
- a. Races
  - (1) Descendants of Incas
    - (a) Live in highlands
    - (b) Speak Quechuan language of Incas
  - (2) Otavalo Indians - most civilized
  - (3) Jivaro Indians
    - (a) Live in eastern lowlands
    - (b) Shrink and preserve heads
  - (4) Most of the people are mestizo and live in the coastal and highland areas.
  - (5) A small portion are white descendants of the Spanish and live in Andes valleys.
  - (6) A few Negroes on the coast
  - (7) Official language - Spanish
- b. Religion - most are Roman Catholic
- c. Food, shelter and clothing
  - (1) Local dishes are made of corn - not much variety
  - (2) Standard of living usually low
    - (a) Indian homes are stone or mud huts painted brightly.
    - (b) City homes modern
  - (3) City dwellers wear modern dress--Indians wear bright ponchos, colorful skirts, and shawls.
- d. Recreation
  - (1) Certain market days
  - (2) Cockfighting
- e. Occupations
  - (1) Whites

- (a) Live in cities
- (b) Government and professions

(2) Highland Indians
- (a) Farming - crude methods
- (b) Farm hacienda on share basis--few own plots
- (c) Herding
- (d) Handicrafts

(3) Mestizos
- (a) Plantations--cacao, bananas, rice, coffee
- (b) Small farms

f. Handicrafts
- (1) Weaving
- (2) "Panama" hats

g. Transportation
- (1) Roads and railroads grow slowly because of Andes
- (2) Pan American highway
- (3) Airline, river, coastal shipping

h. Current events

i. Education
- (1) Compulsory between ages of six and 12; many do not attend.
- (2) 50 percent illiterate

6. Economy
   - a. Natural resources
     - (1) Balsa wood, a lightweight wood, is often used in constructing rafts.
     - (2) Ivory palm (tagua nut) is used to make buttons.
     - (3) Silk cotton tree is used as a filler for matresses and cushions.
   - b. Agriculture - main occupation
   - c. Very little manufacturing
   - d. Trade
     - (1) Exports
       - (a) Bananas
       - (b) Pyrethrum flowers - insecticides
     - (2) Imports - machinery, cars, chemicals, textiles, paper

C. Colombia
1. Location
   - a. Advantages and disadvantages
   - b. Boundaries
   - c. Equatorial zone
2. Geography
   - a. Topography
     - (1) Cordilleras
     - (2) Selvas
     - (3) Llanos
   - b. Magdalena and Cauca
   - c. Important cities
     - (1) Bogota
     - (2) Barranquilla

        - (3) Carragena
        - (4) Cali
        - (5) Medellin
3. Climate
    - a. Zone
    - b. Seasons
4. History
    - a. Legend: "The Guilded One"
    - b. Revolution and independence
        - (1) Revolt against the crown
        - (2) The loyalist and the commoners
        - (3) Simon Bolivar
        - (4) Narino
        - (5) Santander
        - (6) July 20, 1810
5. Government
    - a. Lleras Camargo, President
    - b. Liberals
    - c. Conservatives
6. The people today
    - a. Language - Spanish
    - b. Religion and education
        - (1) Catholic - predominant religion
        - (2) Catholic - operated schools
    - c. Food, shelter, and clothing
    - d. Celebration and recreation
        - (1) Festivals in honor of saints
        - (2) Historical events - July 20; August 7
        - (3) Holidays - Christmas, Easter
        - (4) Games: tejo, baseball, fútbol, basketball, tennis, fishing, boating, hunting, bullfighting
    - e. Handicraft
    - f. Transportation and communication
    - g. Occupation
    - h. Current events
    - i. Customs
        - (1) Names
        - (2) Siesta
    - j. Ethnic groups
        - (1) Spanish (European)
        - (2) Indians
        - (3) Mestizos
        - (4) Negroes
7. The economy
    - a. Natural resources
        - (1) Coffee
        - (2) Petroleum
        - (3) Emeralds
        - (4) Gold

- b. Industries
    - (1) Textiles
    - (2) Electrical appliances
    - (3) Sugar factories
- c. Agriculture
    - (1) Coffee
    - (2) Sugar
    - (3) Corn
    - (4) Bananas
- d. Cattle raising
- e. Exports
    - (1) Coffee
    - (2) Bananas
    - (3) Petroleum
    - (4) Tobacco
    - (5) Leather
- f. Imports
    - (1) Machinery
    - (2) Metals
    - (3) Airplanes
    - (4) Arms
    - (5) Automobiles
    - (6) Wool
    - (7) Books
- g. Customers
    - (1) United States
    - (2) Germany
    - (3) Canada

8. Relationship with the United States

IV. Activitiee

A. Develop a mosaic mural depicting life in these countries.

B. Write a report on the system of education in these countries.

C. Make a model of the statue of Bolivar which stands in the main plaza in Caracas.

D. Do research on the different types of ships, as water transportation is of great importance to these countries. In correlation with this, do a bulletin board displaying color pictures and layouts of the great passenger liners (available from French Line and Cunard Line.)

E. Work in groups to: prepare for panel discussion of each country's different aspects. Perhaps make a tape recording of their presentations.

F. Set up a travel agency committee.

1. Plan a tour. Write letters to secure travel brochures.
2. Make posters and brochures.
3. Make a campaign presentation to class.

G. Make maracas.

H. Listen to music characteristic of these countries.

I. Write to a pen pal in one of these countries.

J. Draw maps and locate important geographical features.

K. Write stories, poems, or plays based on materials studied.

L. Develop games and quiz programs based on knowledge gained from studying these countries.
   1. "Who Am I?"
   2. "Ive Got a Secret"

M. Make a diorama on coffee plantations, etc.

N. Dramatize events in the history of these countries.

O. Ask questions such as the following:
   1. Which is more important to Colombia, the Andes or the Magdelina?
   2. Why are the lowlands so sparsely populated?
   3. Why is transportation a serious problem?
   4. Why are the masses still underprivileged?
   5. What is balsa wood? Why is it important to the people of Ecuador?
   6. How did the discovery of petroleum in Lake Maracaibo change the lives of Venezuela?
   7. Why is it difficult for central governments in these three nations to meet the needs of all the people?
   8. Why does the United States buy a large share of the products exported by Venezuela?

P. Several pupils might pretend that they are government officials of major cities in these countries. Each pupil might prepare a short talk describing the city he represents and explain why it is important.

Q. Collect and discuss news items about these countries.

R. Each pupil might make his own poncho from cotton, felt, or wool.

S. Build a model of an oil derrick and explain its operation to the class.

THE ANDES NATIONS (PERU, BOLIVIA, CHILE)

THE ANDES NATIONS (PERU, BOLIVIA AND CHILE)

I. Overview

The unit, "The Andes Nations," will probably follow the unit on Venezuela, Ecuador, and Colombia and will be preceded by a review of the topographical and geographical features of this area of the Andes.

The wealth and tradition of the Andes, the climate, and the fact that the mountains are not only an asset but also a handicap (forming a barrier to hinder transportation, communication, and the development of agricultural lands) make this ancient seat of Indian culture, the great Inca nation, one of the most impressive units of study experienced by students of grade six.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To gain knowledge of the heritage of our southern neighbors
B. To live with epathy and understanding in a world of many types of people
C. To realize that groups of people are interdependent
D. To become aware of the values of likenesses and differences
E. To learn how people adapt their way of living to the natural features, resources, and climate of a region

III. Content

A. Peru

1. The coastal plain
   a. Twelve percent of the population
   b. Sandy and 20 miles wide
   c. The City of Kings, Lima, is the capital and contains 25 percent of Peru's population.
   d. Callao (chief seaport)
   e. Trujillo
   f. Chiclayo
   g. Ica

2. The Sierra (foothills of the Andes)
   a. 62 percent of the population
   b. The Andes are the second highest mountains in the world.
   c. Mount Huscaran - 22,205 feet
   d. Arequipa - known for white colonial buildings
   e. Cuzco - sacred city of the Incas
   f. Climate - 44 degrees in winter; 51 degrees in summer

3. The Montana region (mountain slopes) - Cordillera Vilcabamba
   a. Headwaters and valleys of upper amazon River
   b. Agricultural resources
   c. 13 percent of Peru's population

   d. People - nomadic Indians
   e. City - Iquitos

4. Waterways
   a. Amazon River
      (1) Southern headwaters are in the Andes and flow mostly east and north.
      (2) From headwaters to Iquitos called Maranon River then from Iquitos to sea "Amazonas"
      (3) The greatest flow of any river in the world
      (4) Occupied by Indians
   b. Lake Titicaca
      (1) Located on border between Peru and Bolivia
      (2) World's highest navigable body of water
      (3) Area - 3,261 square miles
   c. Santa River
      (1) Flows west
      (2) Difficult to cross
      (3) Enormous quantity of water

5. Climate
   a. Peru (Humboldt) Current sweeps northward from Antarctica and keeps coastal areas cool
   b. Temperature - summer, 73 degrees; winter, 61 degrees
   c. Rainfall - less than two inches of rain a year
   d. Mountain temperature - summer, 51 degrees; winter, 44 degrees
   e. Eastern Plains (Amazon River) - summer and winter, 80 degree; rain, 50-60 inches per year

6. Flora
   a. Coastal region - desert-like
   b. Sierra
      (1) Desert-like
      (2) Western slopes of Andes - richer vegetation
   c. Mountana region
      (1) Luxuriant vegetation
      (2) Wild orchids
      (3) Original yellow daffodils
      (4) Valuable forests - cedar, oak, mahogany

7. Fauna
   a. Llama
      (1) Used for wool, meat, and as beasts of burden
      (2) Will lie down if over-loaded
      (3) Strong fibers used for cords and bridge cables
      (4) Droppings used for fuel
      (5) Related to camel
         (a) 400 pounds
         (b) Has a camel's head, large eyes, harelip, no upper teeth or hump, two-toed feet
      (6) Leisurely but can be as fleet-footed as a deer

- b. Alpacas are related to llamas
- c. Vicunas have superior wool.
- d. Seabirds
  - (1) Guanay cormorants' excrement (guano) sold for fertilizer
  - (2) Giant hummingbirds - 5-8 inches across
- e. Amazon butterflies - jewel-like turquoise

8. History
   - a. Pre-Inca cultures
     - (1) Mongoloid racial stock believed to have crossed Bering landbridge
       - (a) Peru's coastal area was inhabited as early as 7000 B.C.
       - (b) Fishing and farming
       - (c) Lived in underground houses
     - (2) Paracas people
       - (a) Lived in adobe houses
       - (b) Carried water to dry region via aqueducts from mountain streams
       - (c) Pottery and textiles found in graves
       - (d) Invented beautiful, vibrant color dyes
       - (e) Dead were miraculously preserved because of the dry climate
   - b. Inca Empire (Quecha Tribe - called "Inca" by spaniards)
     - (1) Worshipped the Inca, or Sun God, who was believed to have been created on the Island of Lake Titicaca
       - (a) Inca and Sister-wife went on foot to find fertile valley to build a holy city
       - (b) When they reached Cuzco, the golden staff sank into fertile soil
       - (c) Manco, the Inca, built the city here
       - (d) During battles, the Inca was carried on a royal litter from which he shot, with accuracy egg-sized stones 50 yards with a slingshot
       - (e) Married his sister, but had many wives
       - (f) Most competent son chosen to be next Inca
       - (g) Administrators were called "Curacas." Boys were trained to be administrators. They were exempt from taxation. They wore feather costumes and gold spools in ears.
       - (h) When Inca died, wives and servants died also
       - (i) House became sacred shrine
       - (j) New Inca smeared face with llama blood and put on sacred "breechclout"

     - (2) Macchu Picchu - the Lost City of the Incas
       - (a) Intended to be Inca's secret hideout
       - (b) Area divided into organized districts: religious - altar and Temple of Three Windows and Hitching Post of Sun; arena - Sacred Plaza and Place of Snake Rock; Three Doors District; Intellectual District - Inca, his family, and not nobles

- (3) Incas as builders
  - (a) Architecture - Quarried stone into interlocking blocks and built magnificent structures without wheels, vehicles, or horses
  - (b) Road building - As usable as Roman roads and as durable, wound up mountainsides
  - (c) Engineering - Laid plumbing pipes and irrigation pipes for agricultural terraces
  - (d) Suspension bridges (or cord) for runners
- (4) Inca life in a village
  - (a) All property belonged to the Inca; taxes were paid by services rendered
  - (b) Only head of tribe sat on a stool in the adobe house
  - (c) During dry spell, llamas were tied up without water; their wails were believed to bring rain for the crops
  - (d) Boys protected crops from birds by donning wolf skins; women stayed up during the night beating drums for the same reason
  - (e) Food - dehydrated

    Chunu - dried potatoes, dried and powdered into flour

    Corn

    Aka - boiled Indian corn; then chewed by women into chewed mass; mixed with water and allowed to ferment This became a malt liquor.

    Coca (leaves) - used as Cocaine drug; chewed by Indians to be impervious to the cold of the Andes
  - (f) Clothing: Made from llama wool

    One tunic lasted man his lifetime Inca chief wore his garment of finest vicuna only once
  - (g) Tools

    Knives (Made of obsidian) for cutting bangs Iron not known
  - (h) Code of justice

    Death for killing animals (Property of Inca - as punishment guilty one pushed off cliff Nobles were dealt with more severely than commoners.
- (5) The Inca administration
  - (a) Records of census and other commerce were kept on cord strips called "quipus"
  - (b) Chasquis carried messages between villages Fresh fish were brought to Inca daily from the sea to Cuzco, 130 miles at an altitude of 6,000 to 7,000 feet For sport Chasquis ran relays; Quito to Cuzco - 1,250 miles in five days Chasquis ran a 6½ minute mile and were so effected that they were retained by Spaniards

9. Pizarro and the Spanish Conquistadores
    a. Pizarro, stirred by tales of riches told by Columbus, came to the Inca land with 13 soldiers.
    b. After returning to Spain, he returned to Peru again with 102 foot soldiers, 62 cavalrymen, and 2 cannons, in 1532.
        (1) After firing cannons, Inca was captured
        (2) A large ransom in gold and silver was asked and paid for by the Inca nation
        (3) Inca was then executed by Pizarro (supposedly for refusing Christianity)

10. Spanish Rule
    a. Riches sent to Spain
    b. Viceroy sent to rule
        (1) Indians worked in mines and on plantations
        (2) Spanish and American-born descendants of the conquerors (called creoles) intermarried
        (3) Mestizoes (mixed blood) - Indian and Spanish descendants
    c. Spanish built cathedrals, palaces, and universities

11. The revolution (1780) - caused by Viceroy's cruelty to Indians
    a. In 1780 - revolt crushed
    b. Next revolt - General Jose San Martin liberated Chile and then came to Lima
    c. San Martin returned to Spain in retirement; General Simon Bolivar was supreme Dictator until 1827
    d. 1879 - Bolivar allied with Peru and lost a war to Chile over land in southern Peru

12. Peru today
    a. In 1933 a new constitution was set up
    b. Upper class still rules
    c. Indians still underprivileged
    d. Strong middle class is forming
    e. Internationally affiliated
        (1) Member of Organization of American States (formerly called Pan-American Union - developed by Bolivar)
        (2) Member of the United Nations since 1945
    f. Government and business
        (1) Democratic government recently with sufferage allowed for women
        (2) In elections the candidate must receive one-third of the votes or military junta takes over
        (3) Industry
            (a) 60 of every 100 Peruvians work on farms
            Agriculture - cotton, sugar, rice, fruit, vegetables, sugar, tobacco, bananas, figs, mangoes, cereal crops, coca, and barbasco (poison used for insecticides)

- (b) Mining - bismuth, copper, gold, iron ore, lead, silver, sulfur, vanadium, and zinc
- (c) Trade - imports goods machinery manufactured, such as clothing; exports sugar, cotton, and minerals
- (d) Transportation - 2600 miles of railroads, highest railroad 15,865 feet, crossing high suspension bridges Roads - 20,000 miles Several airlines
- (e) Education
  - (1) Law requires Peruvian children to go to school between ages of 7 and 14
  - (2) Peru has 130 technical schools, 20 teacher colleges, and 7 universities Most famous is the University of San Marcos in Lima

B. Bolivia
- 1. History
  - a. Inca civilization
  - b. Spanish conquerors (Pizarro)
  - c. Bolivian wars with Chile for nitrate coastal region
- 2. Geography
  - a. Highlands (where greatest share of people live)
  - b. Eastern lowlands (government encouraging settlement)
  - c. Lake Titicaca (highest navigable lake in the world)
    - (1) Shared with Peru
    - (2) Ocean-going sized vessels transport products to railroads in Chile and Peru
    - (3) Copacabana (shrine on Lake Titicaca)
- 3. Natural resources and development
  - a. Abundance of minerals (tin, lead, zinc, copper, tungsten, amtomony, oil
  - b. Development problems in mining
    - (1) Expensive (12,000-20,000 feet above sea level)
    - (2) Ore has to go by railroad to coast then by boats to smelters in England and United States
    - (3) History of disagreements between mine owners and government
    - (4) Government took over three companies in 1952 by expropriation
    - (5) World prices for tin vary with demand

4. Agriculture
    - a. Vegetables, fruits, corn, coffee, sugar cane, cotton, and cacao in valleys where climate is mild and water present for irrigation
    - b. Products of interest
        - (1) Coca (source of cocaine)
            - (a) Indians chew leaves to relieve hunger and fatigue
            - (b) Produces mind that is dreamy and dull
        - (2) Potatoes
            - (a) Pink, yellow, purple
            - (b) Frozen, then thawed, then squeezed to a pulp
            - (c) Principal food of Indians
            - (d) Carried to Spain by Spanish monk
            - (e) Grown on terraced hillside or sheltered valleys
    - c. Eastern lowlands
        - (1) Used for cattle raising
        - (2) Recent years small oil fields have been developed
        - (3) Resources largely unused, few people live here

5. Transportation
    - a. Railroads (just main lines for cities, few feeder lines)
    - b. Roads (few paved, road building very expensive in mountains)
    - c. River and lakes (some navigable)
    - d. Airplanes
    - e. Llama (Indians best friend)
        - (1) 1½ million in Bolivia, more than in any other Latin American country
        - (2) Thrive on highland grass
        - (3) Sure-footed and able to carry a hundred pounds
        - (4) Provide wool, milk, meat, dried dung for fuel

6. Cities
    - a. Two capitals
        - (1) Sucre - official capital (Supreme Court here)
        - (2) LaPaz - where government officials do work
    - b. Cochabamba
    - c. Tiahuanaco
    - d. Potosi
    - e. Oruro
    - f. Santa Cruz

7. Education
    - a. Half Indians, one-third Mestizos, and most are illiterate
    - b. Few vote
    - c. Spanish official language, but many use native Indian dialect or tongue
    - d. Government trying to bring education to Indians (very slow process)

8. Government
    a. A republic (democracy)
    b. Voting privileges for all, seldom used, illiterate population

9. Vast problems
    a. Trouble with neighbors over boundaries
    b. Unstable government
    c. Inadequate highway system
    d. Education facilities limited
    e. Lack of money
    f. Inadequate development of natural resources

C. Chile
    1. History
        a. The name Chile comes from an Indian word meaning the "place where the world ends"
        b. Chile's social customs, history, economy, art, sports, and recreation give her a unique blend of Latin American and European culture
        c. A fierce tribe of Indians, the Araucanians, were never completely subdued by the Spanish conquistadores
        d. Valdivia founded Santiago in 1541, and the next three centuries were marked by Spanish colonial rule On September 18, 1810, independence was declared
        e. Various uprisings occurred with Bernardo O'Higgins and San Martin regaining independence
        f. Magellan may have thought Chile was the "place where the world ends," but it has an altogether different aspect in modern times
        g. Chile is considered the "Switzerland of South America"
        h. The modern era began in 1920 with the settlement of the border dispute between Argentina and Chile
        i. The Christ of the Andes, a statue from a melted cannon, was placed between the two countries (The plaque reads, "Sooner shall these mountains crumble into dust, than the people of Argentina and Chile break the peace they have sworn to maintain at the feet of Christ the Redeemer")

    2. Government
        a. President elected for six years and cannot succeed himself to a second term
        b. Congress consists of two houses - a Senate and a Chamber of Deputies
        c. There are executive, judicial, and legislative branches

3. Geography
    a. Andes are second in height only to the Himalayas
    b. One-third of Chile is covered by mountains, ranging in height from 6,000 to 20,000 feet (Aconcagua towers 22,834 feet and is the highest peak in the western world)
    c. Major regions are the Northern Region, Middle Region, Southern Region, and the Islands.
    d. Tierra del Fuego

4. Climate
    a. Temperatures vary with altitude and thus Chile has a very wide range of temperatures
    b. Rainfall varies also, though it is insufficient except in the lake region

5. People
    a. Present population is 7½ million people
    b. Two-thirds are Mestizo
    c. Great pride is taken in Indian heritage
    d. Ninety percent of the population live in the Middle Region
    e. Spanish is the official language, but English is compulsory in all public schools
    f. Schools are highly centralized and government supervised

6. Natural resources
    a. Mineral production largely determines the financial and economic state of the nation
    b. Copper represents over half of Chile's total exports
    c. Mineral industry is concentrated in the Northern Region
    d. Nitrates are the second most important mineral resource (used for fertilizer) Coal, sulphur, and petroleum also are expanding rapidly
    e. There are sizeable deposits of gold and silver

7. Industry
    a. Manufacturing slowly increasing with the development of hydroelectric power
    b. Most industrial plants are in Santiago and Valparaiso
    c. Items manufactured are food products, beverages, tobacco, metal, and metal products, textiles, chemicals, leather, and rubber goods.

8. Agriculture
   a. Major agricultural product is wheat
   b. Fruits are grown in the central valley (climate similar to California)
   c. Sunflowers are grown for their seed oil which is used in cooking
   d. Potatoes are an important crop. It is believed that the potato originally came from Chile or Peru
   e. Two major problems in agriculture are the necessity for irrigating all land and the remains of a feudal system
   f. Cattle and dairy region is principally in southernmost part of middle Chile
   g. Grape vineyards are famous for fine wines and exported the world over

9. Literature
   a. Poetry dates back to country's very beginning
   b. La Araucana is the national epic
   c. Pablo Neruda, Chile's present-day poet, has had most of his work translated into English and is considered the major South American of his craft
   d. Cabriela Mistral, one of the finest poets in the world, won the Nobel Prize for Literature in 1945

10. Recreation
   a. Horse racing is one of the more popular sports
   b. Festivals and holidays enthusiastically celebrated
   c. Spectacular scenic beauty, majestic peaks, and glittering mountain lakes attract skiers and sports enthusiasts

IV. Activities

A. Keep a notebook. Maintain a vocabulary list, reports, biographies and a Time Line to be developed during the unit study.
B. Encourage children to look up material pertaining to the Incas. Have a panel discussion.
C. A play could be written by the studens similar to the book, The Story of the Inca (a story of the choosing of a 12-year old boy to be the new Inca and his training, ordination, etc.)
D. Peruvian ceremonials and songs (such as those of Yma Sumac) and the worship of the sun could be enacted by class members.
E. Letters written to the following persons for information: Martin and Victor Chambi (Cuzco), Corporation Nacional de Tourisimo (Lima), K. W. Emmemacher (Lima), Hotel Crillion (Lima), Peru Ministry of Education (Lima), Peruvian Embassy (Washington, D. C.), Manuel Gonzalez Salazar (Lima).
F. The Class could divide into committees and make dioramas of early phases of Peruvian history.

G. Clay pottery in the style of the Incas would be beneficial for art class.
H. Weaving and dying of textiles, using woven grapefruit bags, make colorful "rugs."
I. A large, brown-paper wall mural of Machu-Pichu would be a welcome activity.
J. Draw subjects out of a bowl or basket and have each student give a short talk about the subject drawn.
K. Do a report on the wildlife of Chile.
L. Make a wall map of agricultural products.
M. Make an imaginary journey to Chile. Write a letter to friends describing what you have seen. Make picture postcards.
N. Carve a model statue of Christ of the Andes.
O. Discuss the recent discovery of oil in Chile.
P. Make a weather drawing showing the location of the cyclone belt in southern Chile.
Q. Have the student imagine he is standing on a high cliff overlooking the remains of an ancient Indian village. Describe the sights. (Be sure to include grain storage facilities, homes, places of worship, roads, and possible crop and animal enclosures, as well as an area set aside for the high chief, apart/separate from the rest of the people.)
R. Ask questions such as the following:
    (1) Why are many Latin Americans trying to change the hacienda system?
    (2) What reasons can you give why Lima is a more modern city than Quito?
    (3) What problems face the Indians who farm at high elevations in the Andes?
    (4) Why are there so few roads and railroads in these countries?
    (5) Why are the llama, alpaca, and vicuna important to the people who reside in the highlands?
    (6) Why is the Atacama Desert a valuable part of Chile?
    (7) How did Bernardo O'Higgins help bring freedom to Chile, and in what ways did he help his countrymen after independence?
    (8) Explain why it is often said that there are "three Chiles" and briefly describe each of these regions.

S. Present a radio program entitled "Becoming Acquainted with Bolivar's R Republic." Have different persons in the class act as representatives from each of the five republics, and have one class member serve as the announcer who interviews them. Between each interview, commercials may be given advertising the chief products of these countries.

THE RIVER DE LA PLATA COUNTRIES
(ARGENTINA, URUGUAY, AND PARAGUAY)

THE RIVER DE LA PLATA COUNTRIES
(Argentina, Uruguay, Paraguay)

I. Overview

The River de la Plata basin is one of the most important centers of political, economic, and cultural developments in Latin America. These three countries have always been intimately connected politically, and at the time of independence, they came very near to uniting into a single nation.

Many comparisons may be drawn between the United States and Argentina because of the similarities in surface features, distribution of rainfall, climate, and leading products.

This unit is designed for a period of approximately three weeks.

II. Objectives

- A. To know how the lives of the people in these three countries differ from life in other countries of Latin America
- B. To know why Argentina is a great food-producing nation
- C. To understand why tiny Uruguay is prosperous and progressive
- D. To understand why Paraguay has been slower to develop economically than the other nations

III. Content

- A. Argentina
  - 1. Geography
    - a. Northern Argentina (east of the Andes and north of Cordoba and Mendoza provinces - three divisions)
      - (1) Puna (high level area)
      - (2) Gran Chaco (forested lowland)
      - (3) Mesopotamia (swampy and heavily forested in the north - fertile plains in the south)
    - b. Pampa
      - (1) Covers one-fifth of the country
      - (2) Fertile grassy plain
    - c. Andine
      - (1) Western region along the Andes
      - (2) Covers one-third of the country
    - d. Patagonia
      - (1) Dry, windswept plateau in southern Argentina
      - (2) Contains wooded areas near the Andes
  - 2. Climate
    - a. Much of Argentina lies within the South Temperate Zone (northern part lies in the Torrid Zone).
    - b. Northeastern part has a tropical climate with an abundance of rain.
    - c. The middle part has a temperate climate with moderate rainfall.

   - d. Along the Andes is an arid region where climate ranges from hot to temperate.
   - e. Southern Argentina has little rainfall and the winters are cool or cold.

3. History
   - a. Spanish conquest
   - b. European immigration
   - c. Independence declared in 1816 (Revolt led by San Martin's)
   - d. World War II
   - e. The Peron Era
4. Government
   - a. President
     - (1) Serves for six years
     - (2) Heads the armed forces and makes civil, military, and judicial appointments
   - b. Congress
     - (1) Senate (nine-year term)
     - (2) House of deputies (four-year term)
   - c. Courts
     - (1) Supreme Court
     - (2) Appeal courts
   - d. Twenty-two provinces, one territory and one federal district
   - e. Capital - Buenos Aires
5. Work of the people
   - a. Agriculture
   - b. Manufacturing and processing
   - c. Mining
   - d. Trade
6. Products exported
   - a. Beef
   - b. Tannin
   - c. Cotton
   - d. Corn
   - e. Wool
   - f. Hides
   - g. Grains and grain products
7. Products imported
   - a. Motor vehicles
   - b. Machinery
   - c. Iron and other metals
   - d. Manufactured products
   - e. Wood
   - f. Textiles
   - g. Chemicals
8. Education
   - a. One of the highest literacy rates in Latin America
   - b. Free elementary and high school education
   - c. All children between the ages of 6 and 14 required to attend school

B. Uruguay
    1. Geography
        a. Three land regions
            (1) Coastal lowlands
            (2) The highlands
            (3) Pasturelands
        b. Rivers
            (1) Uruguay
            (2) Negro
        c. Rio de la Plata (bay formed by the Parana and Uruguay Rivers)
    2. Climate
        a. Resembles that of Virginia
        b. Temperatures range from about 50° F. in winter to about 75° F. in summer
        c. Rainfall heaviest in May and October (averages about 45 inches a year)
    3. History
        a. Spanish conquest in the 1770's
        b. European immigration
        c. Conflict with Brazil
    4. Government
        a. Governed by a nine-man council (duties are similar to those of the President of the United States)
        b. General Assembly
            (1) Senate (four-year term)
            (2) Chamber of Deputies (four-year term)
        c. Courts
            (1) Supreme Court
                (a) General Assembly appoints Chief Justice and four associate justices.
                (b) Ten-year terms
            (2) Lower courts (Judges of these are appointed by the Supreme Court)
        d. Capital - Montevideo
    5. Work of the people
        a. Agriculture
        b. Manufacturing and processing
        c. Trade
    6. Products exported
        a. Wool
        b. Meat
        c. Hides
    7. Products imported
        a. Raw materials
        b. Manufactured goods
    8. Education
        a. Law requires all children to attend school.
        b. High literacy rate
C. Paraquay
    1. Geography
        a. Two land regions
            (1) Eastern region

            - (a) Highlands extend from Brazil and rise about 1,600 feet in eastern Paraguay.
            - (b) Rolling foothills spread south, east, and west of the highlands.
            - (c) Land becomes lower anf flatter as it stretches west to the Paraguay River
        - (2) Chaco region
            - (a) Lies west of the Paraguay River
            - (b) Area of lowlands, plains, and scattered forests
    - b. Rivers
        - (1) Parana River forms southeastern boundary (country's only outlet to the sea).
        - (2) Paraguay River links Asuncion with the Parana.
        - (3) Pilcomayo River forms the southwestern boundary.
    - c. Landlocked
- 2. Climate
    - a. Similar to Florida
    - b. Temperatures average 50° F. in winter and 85° F. in summer.
    - c. Average rainfall is about 60 inches a year.
- 3. History
    - a. Spanish conquest
    - b. Jesuits established their first Paraguayan mission in 1609 to convert the Guarani Indians to Catholicism.
    - c. Independence gained in 1811
    - d. War with Argentina and Brazil
- 4. Government
    - a. President (advised by an eighteen-man advisory body)
    - b. Legislature (only one house - the House of Representatives).
    - c. Supreme Court
    - d. Sixteen departments
- 5. Work of the people
    - a. Agriculture
    - b. Lumbering
    - c. Manufacturing and processing
    - d. Trade
- 6. Products exported
    - a. Cotton
    - b. Yerba mate
    - c. Meats
    - d. Hides
    - e. Timber
    - f. Tobacco
    - g. Quebracho extract
    - h. Vegetable oils
- 7. Products imported
    - a. Automobiles
    - b. Chemicals
    - c. Cotton goods
    - d. Farm tools
    - e. Paper
    - f. Petroleum

8. Education
   a. All children are required by law to attend school.
   b. Shortage of schools prevents many youngsters from attendin

IV. Activities

A. Make maps and models of the estancia.
B. Take a field trip to a stockyard or meat-packing company.
C. Compare the surface features of Argentina and the United States.
D. Compare San Martin and George Washington.
E. Read from Hawaii the pages about sailing through the Stratis of Magellan.
F. Make an imaginary trip through these countries visiting all the major interest places.
G. Discuss the British influence in Argentina.
H. Make a bulletin board showing a comparison of these three countrie and the United States.
I. Make a mosaic mural of one of the important cities of these countries.
J. Make the flags for these countries (Might use unbleached muslin).
K. Learn some Spanish vocabulary words.
L. Sing songs which are sung by the gauchos.
M. Have each student select a Spanish name.
N. Make dioramas which depict different occupations in these countrie
O. Ask questions such as the following:

   1. Explain what the Rio de la Plata is, and tell why it is import to the people who live in the southeastern part of South Ameri
   2. What major changes have occurred in the Pampa in the last hund years and why have these changes occurred?
   3. Why is sheep raising more important than farming in most secti of Patagonia?
   4. Explain why both the manioc plant and the yerbartree are very important to the Paraguayans.
   5. Why is Uruguay particularly well suited for raising of livesto

P. Have a class debate on the subject "Should San Martin be considere a greater figure in South American history than Bolivar?
Q. Make a mural of scenes from the life of San Martin.
R. Make both a bola and a lariat.
S. Write a menu for a meal in which foods are selected from each of t five regions of Argentina.

LAND OF THE AMAZON - BRAZIL

LAND OF THE AMAZON - BRAZIL

I. Overview

Brazil is a country of contrasts - its people, geography, and sociology, economics, and political life. Since there are so many nationalities and races living together with equal opportunities, it will behoove students to become more knowledgeable of the way in which this has been accomplished. The study of this country should contribute to the over-all understanding of South America.

This unit is designed for a period of approximately three weeks.

II. Objectives

A. To be aware of the diverse cultural and social backgrounds of the people living in Brazil
B. To gain knowledge concerning the people, geography, climate, economy, and social and political systems of Brazil
C. To gain knowledge about the problems and prospects of the world's largest equatorial forest
D. To examine the bases of the prediction that Brazil will support a much larger population in the near future

III. Content

A. The six regions of Brazil
  1. The fifth largest country in the world (only the Soviet Union, Canada, China, and the United States) (3,228,050 square miles)
  2. The North Region
    a. Amazon Basin
      (1) While not the longest river in the world, the Amazon is the largest for it carries more water than any other river in the world.
      (2) The Rio Negro is the most important tributary.
      (3) The amount of water in the main stream remains relatively even because it receives water from the north bank and the south bank tributaries at different times. (However, the difference between high stage and low stage at the port of Manaus is about 33 feet. For this reason, there are floating docks.)
      (4) The surface of the North region is like a broad, shallow trough with a narrow end to the east.
      (5) About four-fifths of the region is a flat, low plain.
      (6) The remaining area is composed of low hills.
      (7) The equatorial climate of the Amazon Basin is well known, however, the highest temperatures seldom exceed 100 degrees F. The average yearly temperature is about 80 degrees F. Little variation in temperature exists throughout the year. It has been said that "Night is the winter of the tropics." Nighttime temperatures are in the 60's and low 70's generally.

(8) The annual rainfall varies from 70 to about 120 inches.

(9) The rainier part of the year lasts from November to June.

(10) Areas of unflooded land have very poor soil. Despite the lush appearance of the dense forests, the soils are not fertile enough to support crops for more than five years. This condition is caused by heavy rainfall. Some of the soil nutrients dissolve in the rain water and are washed away.

(11) The flood plain amounts to only two per cent of the entire Amazon Lowland. Fresh deposits of mud and sand make the soil fertile.

(12) The equatorial rainforest occupies 90 per cent of the North region.

(13) The other part is covered with savanna vegetation, especially in the Rio Branco territory.

(14) The main problems of this region are a result of small population, lack of sources of energy and distance from the markets.

(a) The extraction of forest products is carried on throughout the entire forested area. Rubber, brazil nuts, and cabinet woods are among the products obtained. One of the difficulties is caused by the variety of trees found.

(b) Crop cultivation and cattle raising are limited to the Amazon flood plain downstream from a point two hundred miles west of Manaus. Cattle are raised on the Marajo Island (at the mouth of the Amazon along the coast of Amapa and in Rio Branco.)

(c) Other products shipped from the area are gold, diamonds, manganese, black pepper, and fish.

(15) Important cities of the region are Belem and Manaus.

(a) Belem is thought of as the gateway to the Amazon.

(b) Manaus became a prosperous city in the period from 1890 to 1912. (Rubber boom) Manaus was the central distributing point and collecting center for all of the Amazon tributaries upstream from the city. After the rubber boom ended, there was a general economic decline in the whole Amazon region.

b. The Middle-North Region

(1) The major landform of the region is the broad basin which is drained by the northward flowing Parnai River.

(2) The basin is bordered by higher mesa-like formations to the east, south and west.

(3) Along the coast are lowlands, some parts of which are regularly flooded during the rainy season.

(4) This region represents the transition zone between the climates of the North region and the Northeast region. The low northern portion has a warm, humid climate similar to that of the North. Farther to the south there is a drier climate, with a rainy summer season and a dry winter season. The southeast corner of the state of Piaui has a very dry climate similar to that of the Northeast.

(5) The plant life is also transitional. Traveling south, one finds the equatorial rainforest, savanna vegetation, and in the extreme southeast, the desert-like caatinga vegetation. Where the Paranaiba flows through the savanna its banks are bordered by tropical forests. The babacu palm trees in the Middle-North yield a nut which gives a valuable oil used for making soap, machine oil, and other items.

(6) Few people reside in this area, and most areas. The population is concentrated in the north-central part of the region, close to the rivers.

(7) The only cities of any size are Sao Luis, capital and chief port of Marankao and Teresina, the capital of Piaui.

(8) Economically the region is largely undeveloped. The products which bring income to the area are the babacu nut, carnauba wax, rice, and cotton. (The carnauba is a type of palm tree whose long and pointed leaves are covered with a high quality wax which is made into floor wax and other products.) Rice is grown along the forest-fringed rivers and supplies the denser populations of Northeast Brazil. The single activity which most characterizes this region is extensive cattle raising in the dry scrubby savanna and the caatinga vegetation. The cattle supply the Northeast markets of Brazil, however.

c. The Northeast Region

(1) There is a low coastal plain forty to eighty miles in width. Most of the interior is fairly flat and low in elevation. Scattered throughout are some highlands and plateaus with elevations of 2,000 to 3,000 feet.

(2) A humid area about forty miles wide borders the eastern sea coast. It owes its moisture to the winter rains from April to August. (These rains are most beneficial for the sugar plantations) The dryness and recurrent droughts are characteristic in this region. The average yearly rainfall of 20 to 50 inches do not relate the whole story. The low latitude location and low elevation mean that temperatures are high. This lessens the value of whatever rain happens to fall. Much of the rain water is quickly evaporated, and plants readily give off moisture to the atmosphere through the rule of surfaces. This means that 30 inches of rainfall in the Northeast interior is worth perhaps only half as much as 30 inches falling in a middle latitude location during a cool season. When rain comes to the interior, it frequently occurs as cloudbursts, and the resulting rainwater runs off rapidly rather than sinking into the soil. The only places in the interior where the climate is less hot and dry are the few hills and mountains.

(3) The dry plains (sertao) are covered with caabuga vegetation. Only cactus plants and low, twisted shrubs and brambles grow there. The rainy season lasts from December to May.

(4) In the famous drought of 1877-1879, half a million people perished. This represented half the population of the state of Ceara.

(5) In the twentieth century, dams have been built to collect water which runs off from the streams. The droughts still occur, but the impact is somewhat lessened.

(6) Most of the people of this region live on the moist east coast. All of the large cities are found in this area. (This is the area where the sugar cane plantations flourished during the Colonial Period.) The dry sertao has very few people, most of whom make their living raising cattle. Centers of dense population are found in the highland oases of the interior.

(7) As one proceeds inland from east to west, coconut growing and fishing (along the shore), sugar cane (especially in the northern part of the coast from Salvador northward to Joao Pessoa), tobacco (in the vicinity of Salvador), cotton (in the moderately dry inland zone), and extensive cattle raising (over the whole sertao).

(8) Salvador, capital of Bahia, was founded in 1549 and was the capital of Brazil until 1763. At the time Rio became Brazil's capital Salvador was a center of colonial wealth based upon the sugar cane trade.

(9) Recife is the capital of Pernambuco. Its name means "reef". It is sometimes referred to as "the Venice of Brazil" because there are several canals in the city. The design of the older buildings reflects Dutch occupation from 1624 to 1654. In 1966 almost 900,000 people resided in this city.

d. The East Region

(1) The states of Minas Gerais, Espirito, Santo, Rio de Janeiro, and Guanabara are included. Most of the East is extremely mountainous, with over half the entire region over 2,000 feet in elevation. A narrow fringe of coastal lowlands, sandy beaches, lagoons, and occasional steep peaks (such as the famous Sugar Loaf Mountain) is abruptly interrupted by the wall-like Serra do Mar escarpment, or cliff. The Serra do Mar blocks off easy access to the interior. The rest of the eastern half of the region has very little flat land. The western and northern sections of the region have flat plateau surfaces.

(2) In general moist conditions along the coast and drier conditions farther inland are encountered.

(3) The southern interior receives more rain than the northern part. The high elevations mean that cool temperatures prevail throughout the year. More rain falls from November to May.

(4) Tropical semi-deciduous forest covers the eastern and southern half of the East. There is an adequate layer of humus on which crops thrive until the minerals in the soil are exhausted. Zona Mata (forested zone) has come to mean the agriculturally productive and rich part of the region. Coffee and other kinds of crops are grown there.

(5) Minas Gerais has much mineral wealth. The name means "General Mines". This region has one-fifth of all the iron-ore reserves in the world. Some of this ore is made into iron and steel at Volta Redonda, the largest steel plant in Latin America. (Located in the Paraiba River Valley halfway between Rio and Sao Paulo.) Manganese, gold, diamonds, and semi-precious gems (such as aquamarines and amethysts are also mined in Minas Gerais.

(6) The area around the lower Rio Doce River is a recent source of lumber and of cacao beans.

(7) Rio de Janeiro is one of the most beautiful cities in the world. It is located in a narrow zone between the ocean bay and the green mountain slopes almost directly behind. It has over 3,500,000 people. It was surpassed in 1961 by Sao Paulo, the most populous city in Brazil.

(8) Belo Horizonte is a planned city. Its street plan is patterned after that of Washington, D. C. It has grown from 14,000 inhabitants in 1897 to over 900,000 in 1966. It is the largest interior city in Brazil. Its Industrial City is a zone designed especially for industrial use and is located about ten miles west of the city. It has what has been termed a comfortable climate.

e. The South Region

(1) The southern most region of Brazil has the same type of terrain found in the East. The Serra do Mar is a cliff that rises in one sweeping slope from the lowland city of Santos to an elevation of 2,800 feet, beyond which there is a slight descent to Sao Paulo City. About ten per cent of the entire region is over 3,000 feet high. These high places are found mostly in the eastern portion of Parana, Santa Catarina, and Rio Grande do Sul.

(2) The combined effect of a higher latitude location and relatively high elevations give the South many middle-latitude characteristics. The seasons are more pronounced than in other regions, with winter temperature averages as low as 50 degrees F. in the highest places and summer averages in the 70's.

(3) The rainfall in the South is more evenly distributed throughout the year than in other regions. Only the northernmost corner of Sao Paulo and the northernmost coastal lowlands can be termed tropical. In the highest places snow and frost occur.

Surprisingly the highest yearly rainfall averages in the entire country are recorded along the Serra do Mar and not in the Amazon. The rainiest weather station in all of Brazil is at a place called Itapankan. It has an average yearly rainfall of 180 inches.

(4) Southern Rio Grande do Sul has the broadest expanse of open grasslands in Brazil. The highlands to the north in Santa Catarina and Parana have the distinctive Araucaria forests. The rest of the region is covered with broadleaf tropical semi-deciduous forest similar to that of the Zona do Mata of the East.

(5) The South has the highest population density of any region in Brazil. Most of the people have arrived within the last 100 years. If one compares Brazil's population in 1872 and 1950, one finds that the South's population increased almost ten times compared to a four-fold increase for the entire country. One outstanding feature is the relatively dense populations of rural areas.

(6) Most farmers reside in areas that were originally forested. The grassland areas have sparser population due to extensive cattle raising.

(7) The South is foremost in farming, livestock raising, forestry, and industrial activities.

(8) Subsistence farming is found only in a narrow zone located in the northeastern rugged areas of the region.

(9) Most coffee plantations are located in the frost-free areas of northern Parana and all of Sao Paulo State.

(10) Lumbering is centered in the Araucaria forest and tropical forests of western Parana and Santa Catarina.

(11) Sao Paulo City is the economic nerve center of the country. Today almost 4,500,000 people reside there. (In 1870 the population was about 25,000) The industrial growth was based on the fortunes made from the coffee plantations in the interior of Sao Paulo State. The coffee profits were invested in industries. There are abundant hydroelectric power facilities. Water from reservoirs plunges to the generating plants at the foot of Serra do Mar, and electricity is sent back to the city. Forty per cent of the entire productive capacity of Brazil is located in the state of Sao Paulo.

(12) Porto Alegre, capital of Brazil's southernmost state, is the center of recent European influence. Great numbers of Germans, Italians, and Portuguese have given the city an almost European personality. It is well connected to the hinterlands by paved roads. It has a population of over 700,000 people (1964).

f. The Central-West Region

(1) The broad plateaus between 1,200 and 3,500 feet are perhaps the most striking feature.

(2) The principal breaks in the plateau surfaces are the long river valleys of the Toscantins, Araguaia, and Xingu rivers.

(3) The southern areas are drained southward by the Parana and Paragua Rivers.

(4) The lowlands in the westernmost part of the region are called the Pantanal which is flooded every summer.

(5) The climate of the Central-West is transitional. Tropical moist conditions are found in northernmost Mato Grosso. Four-fifths of the entire region experiences a sharply defined season from April to September (winter) and summer rains from October to March.

(6) The annual rainfall averages between 40 and 80 inches.

(7) Cold spells can send the temperature down into the low 40's and in some cases below freezing. Cooler average temperatures are found in those places in southern Mato Grosso which are at higher elevations.

(8) The Central-West is also a transitional zone with respect to vegetation. The forest of northern Mato Grosso is simply an extension of the selva to the north. The grasslands of southernmost Mato Grosso are an extension of similar plant growth in the South. Except for these two types and the distinctive vegetation of the Patanal, most of the region has savanna growth. There are two very important "islands" of tropical forest. One follows the well-watered weathered lava soils of the Parantba River; the other area is the Mato Grosso de Goijas just west of Brasilia. (Mato grosso means dense forest.) These two regions are the centers of crop cultivation in the region.

(9) The establishment of Brasilia as the capital has stimulated a new surge of people into the region.

(10) In the agricultural zone, rice and coffee are the main cash crops. Extensive cattle raising occupies the rest of the region except for some limited rubber gathering in northern Mato Grosso and the collecting of mate and quebracho wood in the southern part of that state. (The leaves of the mate plant are collected and used like tea leaves to brew a hot beverage. The wood of the quebracho tree yields a liquid used in tanning leather.)

g. Problems which face this part of Brazil are the low productivity of most of the region for the lack of rich forest soils. The savannas can be cultivated only at great expense. The second is the distance of all parts of the region from the population core of the country. Even Brasilia is 600 miles from Rio and Sao Paulo. Other places are over a thousand miles distant and are accessible only by airplane. In 1962 an all weather road was completed which links Brasilia with Belem at the mouth of the Amazon 1,230 miles to the North.

(Source for preceding material is Today's World in Focus - Brazil by Kempton E. Webb, Associate Professor of Geography and Associate Director, Institute of Latin American Studies, Columbia University.)

B. The people of Brazil
   1. Referred to as the "melting pot of races" (remarkably free from racial trouble)
   2. Indians
   3. Portuguese
   4. Negroes
   5. Mulattoes
   6. Mestizos
   7. Immigration encouraged (Italians, Japanese, Germans, Polish, etc. have settled in Brazil.)

C. Some Brazilian occupations
   1. Agriculture (More than half of the population makes a living in this way.)
   2. Mining
   3. Manufacturing (Industrial grant of Latin America)
   4. Forestry
   5. Government
   6. Trade
   7. Transportation

D. History
   1. Pedro Cabral claimed Brazil for Portugal in 1500.
   2. Country is named Brazil because of the existence of a dyewood called pau brasil which was found in this newly discovered area.

3. Staple crop of Brazil during colonial period was sugar cane.
    a. Negroes brought from Africa to work on plantations.
    b. Sugar was shipped to Portugal.
4. Gold was discovered in late 1600's.
5. Diamonds were discovered in 1700's.
6. Independence was declared on September 7, 1822 (bloodless revolution).
7. Portugal recognized Brazil's independence in 1825.
8. Slavery was abolished in 1888.
9. Country was ruled by a monarch until 1889.
10. Development of the republic began on November 15, 1889.
    a. Began as a military dictatorship.
    b. Constitution adopted in 1891.
    c. Coffee-growing - country's chief occupation.
    d. Settled disputes with its neighbors.
    e. Followed the U.S. with World War I on the Allied side.
    f. Vargos, President in 1930 (ruled as a dictator)
    g. Declared war on Germany and Italy in 1942.
    h. Became a charter member of the U.N. in 1945.
    i. Federal capital moved from Rio de Janeiro to Brazilia in April, 1960.
    j. Presidential powers reduced in 1961
    k. Neves appointed Brazil's first premier.

E. Present government
    1. President serves a five-year term (appoints the premier and a cabinet with approval of Congress)
    2. Congress
        a. Senate
            (1) Three senators from each state and Federal District
            (2) Eight-year term
        b. Chamber of Deputies
            (1) Proportional basis
            (2) Four-year terms
    3. Courts (supreme federal tribunal)
        a. Eleven justices
        b. Appointed for life

F. Education
    1. Public elementary schools are free.
    2. Most secondary schools are privately operated.

G. Products exported
    1. Coffee
    2. Cotton
    3. Cocoa
    4. Pinewood
    5. Oranges
    6. Bananas
    7. Iron ore
    8. Rubber

H. Products imported
   1. Machinery
   2. Petroleum products
   3. Wheat
   4. Flour

I. Natural resources
   1. Timber
   2. Cellulose
   3. Resins
   4. Medicinal herbs
   5. Iron ore (believed to be the largest deposit in the world)
   6. Manganese

J. Important cities
   1. Most located on the Atlantic coast
   2. Rio de Janeiro
   3. Sao Paulo (Brazil's largest city and leading industrial center)
   4. Brasilia (new capital)
   5. Manaus
   6. Belem (busy seaport)

IV. Activities
   A. Read about the early history of Rio de Janeiro and plan a pictorial chart of its historical events.
   B. Form groups for research and construction of dioramas and murals to show various phases of life in the city of Rio de Janeiro.
   C. Make a dictionary chart of pictures and English and Portuguese words.
   D. Listen to songs sung in Portuguese.
   E. Learn a song in Portuguese.
   F. Pretend to be a person living in Rio. Write an account of your home and daily activities.
   G. Make a papier mache relief map of Brazil showing states, chief cities, rivers, and other main geographic features.
   H. Prepare reports on transportation and communication.
   I. Start a collection of stamps from Brazil.
   J. Read about Santos Dumont for whom Rio's airport is named.
   K. Plan a program to represent the Rio de Janeiro Carnival. Select songs, dances, dramatizations, costumes, instruments, and other features which tell the story of Brazil.
   L. Make a shadow box or diorama of a carnival scene.
   M. Compare the Rio de Janeiro Carnival with the Mardi Gras of New Orleans.
   N. Check reference material to determine the figures on the extent of air travel and amount of cargo in Brazil.
   O. Prepare a map to show aviation routes in Brazil.
   P. Read Rain Forest by Armstrong Sperry.
   Q. Divide the class into groups and have them seek general information on plant and animal life of the forest.
   R. Work on the choral reading "Sensamaya" by Hays in Twelve Spanish Poets.

S. Have students research and report on the rise and fall of Manaus.
T. Dramatize life on a cacao plantation.
U. Make a series of pictures to show the steps in raising and processing coffee.
V. Compare the cotton industry in Brazil with that of the United States.
W. Show on an outline map of the world the countries from which the people of Brazil have come.
X. Discuss the problems of assimilating people from many countries.
Y. Imagine that a flying trip to Brazil is made and only three stops are made. Relate which three places you would visit and why you would select these places.
Z. Imagine that you are president of Brazil. What steps would you take to attract new settlers to the Amazon Basin? List these steps in order of priority.
AA. Pretend that you are going with an exploring party into the Amazon Basin. List the preparations you would need to make before the expedition begins. Then keep an imaginary diary of the experiences you might have on such an expedition.
BB. Have a class debate on the subject of whether the Amazon or the La Plata is the more valuable river system.
CC. Ask questions such as the following:
    1. Explain why it is possible for Brazil to have over 77,000,000 people and still not be densely populated.
    2. Why do most of the people live within approximately one hundred miles of the coast?
    3. Explain why Sao Paulo is the fastest growing city in Latin America?
    4. Which countries in Europe and other parts of the world have sent many settlers to Brazil?
    5. Why aren't more trees of the Amazon rain forest cut for lumber?

THE WEST INDIES AND THE GUIANAS

THE WEST INDIES AND THE GUIANAS

I. Overview

The content of this unit involves the study of three continental nations and various Caribbean Islands. Emphasis should be placed on the Greater Antilles Islands, consisting of Cuba, Hispaniola (Haiti and the Dominican Republic), Jamaica, the Bahamas, and Puerto Rico. Their inclusion in one unit provides an opportunity to compare and contrast governments of colonial, territorial, parliamentary, and communistic countries.

Time for this study is three weeks.

II. Objectives

A. To understand how environmental factors influence tourism in the Bahamas

B. To be cognizant of the Caribbean Island culture and the Guianian culture

C. To know the location of the West Indies of the Guianas and their importance to the United States

D. To compare and contrast different governmental systems

III. Content

A. Dominican Republic
  1. Geography
    a. Two-thirds of the Island of Hispaniola Island
    b. Neighbor to Haiti
    c. Four mountain ranges and fertile land
  2. People
    a. The natives - basically Spanish with African and Indian mixture
    b. Spanish - the common language
  3. Agriculture (Chief industry)
    a. Sugar cane
    b. Coffee
  4. History
    a. Santo Domingo was the first city in the New World.
      (1) The first city council in the New World
      (2) The first mint in the New World
      (3) The first church in the New World
      (4) The first school in the New World
      (5) The first explorations of the United States made from there

                (6) From here first slaves entered New World
            b. There was much internal strife and change of ownership between France and Spain until 1916, when United States Marines entered.
            c. In 1930, Rafael Leonidas Trujillo became dictator.
            d. Since Trujillo's death, political unrest has prevailed.
        5. Climate
            a. Rainy season from May to October
            b. Tourist season from November to March
        6. Places to visit
            a. The National Palace
            b. The University City
            c. Puerta del Conde - the main gate to the old city of Santo Domingo
            d. The Santa Maria Cathedral - burial place of Christopher Columbus
        7. Government (capital -- Cuidad Trumillo - formerly Santo Domingo)

    B. Haiti
        1. Geography
            a. Occupies the western third of Hispaniola Island
            b. Located fifty miles from Cuba and Puerto Rico
        2. People
            a. Predominantly Negro - descendants of Negro slaves
            b. French - the official language (most people speak a dialect known as Creole French)
        3. Agriculture
            a. Coffee
            b. Sugar cane
            c. Rice
            d. Rum
            e. Fishing
        4. History
            a. Santa Maria, Columbus' flagship, was wrecked off its coast.
            b. First white settlement was La Navidad, established by Columbus and later destroyed by Indians.
            c. The Spanish destroyed the Indians and were forced to import African slaves.
            d. The French buccaneers took over and developed Haiti.
            e. With the French Revolution, hostilities developed between Negroes, mulattoes, and whites.
            f. Strife continued and in 1804 Haiti declared its independence.
        5. Climate
            a. It ranges from warm to hot in the capital, but becomes cooler in the hills.
            b. Rainy seasons are April-June and October-November.
            c. Climate is humid.

    d. The Iron Market
    e. Murals of the Episcopal Cathedral of St. Trimite
    f. Le Centre d'Art
    g. The Exposition Ground
    h. Citadel of Henri Christophe
7. Economy
    a. Slow to develop
    b. Little government aid because of the lack of funds
    c. Strict caste system
8. Government (capitol - Port-au-Prince)

C. Cuba
1. Location and size
    a. Located ninety miles south of Florida
    b. Measures between twenty-three and two hundred forty miles in width and seven hundred sixty miles in length
2. People
    a. The people are basically of Spanish stock.
    b. Spanish is the basic tongue, but English is widely spoken in large cities.
    c. The majority belong to the Roman Catholic faith.
3. Agriculture
    a. Two-thirds of the island is planted with sugar cane.
    b. Tobacco is an important crop.
4. History
    a. Visited by Columbus in 1492
    b. Named Cuba by the Indians
    c. Base of explorations for the Spanish of Central America, Mexico, and lower Mississippi River
    d. Plagued by buccaneers
    e. Site of the beginning of the Spanish-American War when, on February 15, 1898, the battleship "Maine" was blown up in Havana Harbor
    f. 1959 - defeat of Fulgencio Batista by Fidel Castro
    g. June, 1961 - the Bay of Pigs disaster
5. Climate
    a. Temperate and semi-tropical
    b. November - April--the dry season
    c. May - October--heavy rains
6. Some forms of recreation
    a. Cockfighting
    b. Music
7. Manufacturing
    a. Rum
    b. Cigars
    c. Furniture and bricks
    d. Tiles and textiles
    e. Matches
    f. Soap
    g. Aluminum ware

8. Government (capital--Havana)
   a. Communistic
   b. Controls and operates the farms, mines, and factories as well as the transportation and communication systems
9. Natural resources
   a. Iron ore
   b. Gold
   c. Silver
   d. Copper
   e. Oil
   f. Manganese
   g. Nickel
   h. Silica
10. Education
    a. University of Havana
    b. Communist oriented
    c. Military
11. United States Relations with Cuba

D. Puerto Rico
   1. Location and size
      a. It is the crest of a mountain range covered by the sea.
      b. It is densely populated.
      c. It is approximately one hundred miles in length.
      d. It has some of the world's best beaches.
      e. There are fine coral reefs. It has fine, gentle trade winds.
   2. People
      a. Citizens of the United States
      b. Basically of Spanish stock with strains of Negro, British, Corsican, Portuguese, Syrian, French, and Dutch
      c. Spanish spoken, but English also taught in schools
   3. Agriculture
      a. Sugar cane
      b. Tobacco
      c. Coffee
      d. Rum
      e. Citrus fruits
      f. Bananas
      g. Coconuts
   4. History
      a. Christopher Columbus discovered Puerto Rico.
      b. Ponce de Leon, its first governor, named the harbor Puerto Rico - history transposed the name to the island and the harbor-city was called San Juan.
      c. After four hundred years of Spanish rule, in 1898, the United States troops landed in San Juan and five months later Puerto Rico became a colony of the United States.
      d. Slavery was abolished in 1873.

- e, In 1917, Puerto Ricans were made United States citizens under the jurisdiction of the War Department.
    - (1) From 1934-1952, they were transferred to the care of the Department of Interior.
    - (2) In 1952, a constitution was approved by the people and it became the self-governing Commonwealth of Puerto Rico.
    - (3) Puerto Ricans do not vote in the United States national elections or congressional elections but do have a non-voting representative in our Congress.
  - f. The government is now working on Operation Bootstrap, an economic move to improve the island.
- 5. Climate
  - a. Very similar to Florida--summer all year around
  - b. Cooler in the mountains by five to ten degrees
  - c. High humidity particularly in the coastal region
  - d. Rainfall heaviest between May and December
- 6. Recreation and places to visit
  - a. Gambling casinos
  - b. Old Town San Juan
  - c. La Parguera - a beach
  - d. The Phosphorescent Bay - a marine fairyland created by the coral reef
  - e. San Juan Gate - original gate of San Juan
  - f. Cathedral of San Juan Bautista - burial place of Ponce de Leon
  - g. Casablanca - ancestral home of the Ponce de Leon family
  - h. San Jose Church - said to be the oldest church in the Western Hemisphere in continuous use
  - i. El Morro Fortress
  - j. San Cristobal Fortress
  - k. El Unque - widely known rain forest mountain
  - l. Luquillo Beach
- 7. Education
  - a. Inter-American University
  - b. University of Puerto Rico
  - c. Education stressed
- 8. Government
  - a. Capital - San Juan
  - b. Territory

E. Jamaica

- 1. Physical features
  - a. Third largest island of the Greater Antilles--one hundred forty-six miles long and fifty-two miles wide
  - b. South of Cuba
  - c. Mountainous
  - d. Kingston - capital
  - e. Many fine beaches
  - f. More than one hundred streams and rivers

2. People
    - a. Basically Negro with Chinese, Syrian, and East Indian minorities
    - b. Eighty percent colored; eighteen percent mixed races; and two percent white
    - c. Known for music
3. Agriculture and natural resources
    - a. Sugar--plantations originally developed by the British, French, and Dutch colonists
    - b. Bauxite--world's greatest single reserve
    - c. Three thousand species of flowering plants which include one hundred ninety-four species of wild orchids
4. History
    - a. The Indians gave the name Xaymara.
    - b. Columbus was forced to spend twelve months on the island because of the bad condition of his ships.
    - c. Spain ruled Jamaica until 1665.
    - d. Henry Morgan, the famous English buccaneer, did much to drive out the Spanish.
    - e. Port Royal became the buccaneer capital.
    - f. It became rich as a slave-worked sugar island.
    - g. In 1962, Jamaica became independent of England.
5. Climate
    - a. Coastal plains are hot and humid.
    - b. Mountains are relief to the lower lands.
6. Recreation and places to visit
    - a. Montego Bay - resort area
    - b. Ocho Rios - resort area
    - c. Port Antonio
7. Economics
    - a. Unemployment is a chronic problem.
    - b. Jamaican Industrial Development Corporation was created to attract industry.
    - c. New textile mills, cement mills, and machine works were developed.
8. Government (Kingston--capital)

F. The Bahamas
1. Geography
    - a. The Bahamas are a product of the Ice Ages. At the peak of the last Ice Age the Bahamas occupied a land area larger than Florida and were almost joined to Cuba. Gradually the glacial masses retreated for the last time. Imperceptibly the oceans rose, re-covering the low-lying land and shaping the present coastlines of the world. In the Bahamas only the highest land remained above the level of the sea.
    - b. The Bahamas are scattered over 100,000 square miles of the Atlantic and extend from a point about 50 miles east of Palm Beach, Florida, and 750 miles south-eastward

to within 50 miles of Cuba and Haiti. Seventeen inhabited islands are regarded as the most important of the chain. They are New Providence (on which Nassau is located), the Biminis, Berry Islands, Grand Bahama, Abaco, Andros, Eleuthera, Spanish Wells, Harbour Island, Exuma, San Salvador, Rum Cay (pronounced "key"), Long Island, Cat Island, Long Cay, Inagua and Mayaguana, Turks and Caicos.

c. The tropic of Cancer cuts across the Southern third of the Bahamas, giving the island chain two distinct climates, tropical and sub-tropical. In the northern Bahamas the annual rainfall averages 50 inches, while many southern islands have barely 20 inches a year; and the seasons are much less clearly defined.

d. Geography has had a strong effect in shaping the development of the islands and their people. There is little arable land or pasture, although there is a good deal of timber. The undeveloped islands are covered in scrub and conifer with a scattering of salt marshes. There are no important mineral deposits except salt, although two United States oil companies are drilling for oil from an off-shore well, near one of the islands.

e. Two facts of fundamental importance emerge in looking at the Bahamas--they have close natural ties with the southern part of the United States; and they are unable to support a sizeable population on their own agricultural output.

2. History

a. The natives welcomed Columbus with model hospitality and were rewarded by being sent en masse to labor and die in the mines of Cuba and Hispaniola. Subsequent explorers were greeted by volleys of poison-tipped arrows. The Bahamas lay unpopulated for a century until the English took over the islands in 1629. Unfortunately, they did not prosper. Religious discord erupted from the beginning and the material hopes of wealth were disappointing.

b. Law and order in the Bahamas probably began with the arrival of Captain Woodes Rogers at Nassau in 1718. As First Royal Governor of the Bahamas, he brought an end to the piracy based on the islands. During his second term as Governor, in 1729, a House of Assembly was convened, forming the basis for the bicameral representative government which guides the Bahamas today.

3. Government

a. The new Constitution of January 7, 1964, is modeled on the lines of that of Great Britain. A governor represents the Crown and exercises control over foreign affairs, defense, and security. The Senate is roughly equivalent to the House of Lords. A Premier and a Cabinet of Ministers, all members of the majority party in the elected House of Assembly and responsible to that body, control and administer the day-to-day affairs of the colony. Bahamians now have a large measure of direct control over their internal affairs.

b. In 1962 universal suffrage was introduced and women voted for the first time at the general election in November of that year.

c. Great strides have been made in education and medical services and in the installation of modern water and electricity facilities. Running water is still at a premium in some households, but strenuous efforts are being made to improve matters. Many new government supported housing developments are under construction, which will create modern dwellings for much of the populace.

The capital is Nassau.

4. Industry

a. Native life in the Bahamas goes on in a time-honored way. The Bahamians are great sailors and fishermen. The sloops from the distant islands come into Nassau laden with island fruits and fish. From the island, too, come the palm-leaf plait and sisal fibers which are the raw materials for the largest native industry--straw work. Much of Nassau's straw produce is exported to the native markets of Bermuda and other British islands. Colorful mats, slippers, bags and hats of all shapes and sizes are displayed in the Straw Market on Nassau's Rawson Square.

b. It was World War II that brought the beginning of modern prosperity to the Bahamas. Two great airfields were constructed on New Providence and a small base at George Town, Exuma. Now the "Space Age" has come to the Bahamas. These islands lie right across the firing arc of America's Cape Kennedy, and a series of tracking stations have been set up to watch the performance of the rockets. Grand Bahama, Eleuthera, San Salvador and Mayaguana all contain tracking stations manned by Air Force officers.

c. Year-round tourism began in 1950. In that year a record 45,371 visitors poured into Nassau and an additional handful vacationed in the Out Islands. Now more than a half-million visitors enter the Colony annually, placing the Bahamas at the very top of the tropical tourist resorts in the world.

d. Because of the tax benefits afforded by the Bahamas (there is no income tax), many companies were induced to register in the Colony. With these companies came capital investment, which was felt from Nassau, the capital city, to the farthest Out Island.

5. Festivals

   December 26, Boxing Day, and New Year's Day are celebrated with the Junkanoo Parade (Bahamian Mardi Gras) in which the natives dress in elaborate paper costumes of their own making, and parade in time to native music played on drums, cowbells, and whistles. The celebration starts at 4:00 a.m. Its origin is shrouded in the mists of time, but it is some kind of celebration to invoke the good spirits for the coming year and chase away the bad.

6. Food specialities
   - a. Conch (a kind of large shellfish) is served in a variety of ways; salad, chowder, and fritters.
   - b. Green turtle soup, peas, and rice fired with onions, salt pork and herbs (this dish is almost the staple diet of the natives).

G. Guyana (British Guiana)

1. Geography
   - a. Coastal plain
   - b. Higher rolling country
   - c. High mountains (dense forests)
   - d. Savanna (prairie land)
   - e. Rivers
     - (1) Essequibo
     - (2) Demerara
     - (3) Berbice
2. Climate
   - a. Lies entirely in tropical zone
   - b. Temperatures average 85°F.
3. History and government
   - a. First European settlements were made by Dutch West India Company in the early 1600's.
   - b. British seized the colony in 1796.
   - c. Constitution approved in 1953 provided greater self government to the colony.
   - d. Independence was granted on May 26, 1966.
   - e. Capital is Georgetown.
4. People
   - a. Indians
   - b. Negroes
   - c. Some Europeans and Chinese
   - d. Most of the people live on the coastal plain.
5. Natural resources
   - a. Soil
   - b. Gold
   - c. Diamonds
   - d. Bauxite
   - e. Manganese
   - f. Oil

        g. Mica
        h. Valuable woods (greenhearts)
    6. Industry
        a. Agriculture
        b. Lumbering
    7. Products exported
        a. Bauxite
        b. Sugar
        c. Rice
        d. Fruits

H. Surinam (formerly Dutch Guiana)
    1. Geography
        a. Coastal area - swampland
        b. Mountains
        c. Thick forests
        d. Rivers
            (1) Courantyne
            (2) Coppename
            (3) Surinam
            (4) Marowijne
    2. Climate
        a. Lies in the tropical zone
        b. Temperatures average between 70°F. and 90°F.
        c. Humidity is high between March and July and November and January.
        d. Annual rainfall - over 80 inches
    3. History and government
        a. English settled area in 1651
        b. In 1667, area was given to the Dutch as a result of the Treaty of Breda in exchange for what is now New York State.
        c. It was occupied by English during Napoleonic Wars.
        d. It reverted to Dutch control in 1815.
        e. In 1955, Netherlands gave Surinam complete control of its domestic affairs.
        f. Defense and foreign affairs are handled by the Netherlands
        g. Governor is appointed by the Queen of the Netherlands.
        h. A twenty-one member legislative council elected by the people serves a four year term.
        i. Capital is Paramaribo.
    4. People
        a. Indians
        b. Negroes
        c. Creoles
        d. Other nationalities
    5. Industry
        a. Agriculture
        b. Mining

6. Products exported
    a. Bauxite
    b. Bananas
    c. Cacao
    d. Rice
    e. Coffee
    f. Sugar
    g. Mahogany
    h. Teak
7. Dutch is the official language.

I. French Guiana
1. Geography
    a. Coastal lowland
    b. Mountains
    c. Forests
    d. Rivers
        (1) Maroni (separates it from Surinam)
        (2) Oiapoque (separates it from Brazil)
2. Climate
    a. Hot and humid
    b. Temperatures range between 85°F. - 90°F.
    c. Rainy season
        (1) April to mid-July
        (2) November to January
3. History and government
    a. In 1624, Dutch first settled region.
    b. In 1635, French traders settled there.
    c. In 1676, French took complete control.
    d. In 1946, it became an overseas department of France.
    e. In 1958, French Guiana voted to remain an overseas department.
    f. A prefect was appointed by the French government.
    g. Legislature governs French Guiana - locally elected - 15 man general council.
    h. French Guiana sends one representative to the French National Assembly and the French Senate.
    i. Cayenne is the capital.
4. People
    a. Indians
    b. Negroes
    c. Very few ex-convicts are reported to have stayed on in French Guiana, after release from the former Devil's Island prison. Most of them simply returned to France.
5. Industry
    a. Mining
    b. Agriculture
6. Products exported
    a. Bananas
    b. Gold

c. Rum
d. Lumber
e. Rosewood essence
f. Balata gum
g. Cassava
h. Mangoes

IV. Activities

A. Coordinate with Music and Physical Education Departments to teach native songs and dances.

B. Distill sugar from the cane.

C. Discuss the health problems of the countries.

D. Make musical instruments typical of these countries.

E. Construct maps depicting colonialism, races, economics, agriculture, graphic-relief, etc.

F. Construct models of sugar or coffee plantations.

G. Study sea life in the Caribbean.

H. Have dialogues or mock programs of different aspects of life in these areas.

I. Make a story of a day spent in a city.

J. Make charts depicting different forms of governments.

K. Make dioramas of sea or native life.

L. Make bulletin boards of travel folders, etc.

M. Have children choose a country in the West Indies to visit and write a report about their visit, possibly arranged as a tour.

N. Dress dolls or draw pictures to show costumes of various areas.

O. List products the United States imports from these countries.

P. Dramatize Columbus' arrival in the West Indies.

Q. Keep a diary of your journey through this unit.

R. Have the children plan a tour of the Caribbean and the Guianas on a steamer. Start in the Guianas, with stops at each of the capitals. Continue northward through the Greater Antilles, finally docking at the Bahamas.

S. Individual reports: Castro, Trujillo, Batista, Francois Duvalier, Toussaint L'Ouverture, coffee, sugar, sisal, and its uses, cacao, straw industry in the Bahamas, Devil's Island, voodoo.

T. Ask questions such as the following:
   1. In what ways are Guyana, Surinam, and French Guiana different from other countries of South America?
   2. What problems do the three countries share with other countries of Latin America?
   3. What reasons can you give as to why the early Spaniards did not thoroughly explore the Guianas?
   4. Why do the Guianas trade more with the United States and Canada than with their close neighbor, Brazil?
   5. Why is the interior of Brazil less densely settled than the coast?
   6. Why are the Cubans handicapped by depending so heavily on the sale of sugar?
   7. Why were the West Indies important to the defense of the United States in the Second World War?

U. Draw a series of cartoons about the activities of the buccaneers.

V. Prepare oral reports on one of the following:
   1. The Days of the Buccaneers
   2. Jose Martí and Cuban Independence
   3. Theodore Roosevelt and the Rough Riders
   4. Corals and Sponges in the Bahamas
   5. Jai-alai- One of the World's Fastest Games

EXPLORING CANADA

EXPLORING CANADA

I. Overview

The major portion of the Canadian people are descendants of the English and French settlers. French is spoken by many people in Quebec, but English is the language of the majority. Canada has become a democratic nation even though, like the United States, it began as a European colony.

Canada is important as one of the world's chief suppliers of raw materials. Canada cooperates with other democracies bordering the Atlantic Ocean to help protect the liberties of free people.

This unit is designed for a period of approximately four weeks.

II. Objectives

- A. To become aware of the variety of land forms and climate conditions of Canada
- B. To understand that the industrial development of Canada has been great because of the abundance of natural resources, improvements in transportation and communication, and the immigration of people into Canada
- C. To understand that Canadian independence and self-government did not result in a complete break between England and Canada
- D. To understand the basis for the friendly relationship between Canada and the United States and why this is important to our nations

III. Content

- A. Geographical features and climate
  - 1. Location
    - a. Western Hemisphere
    - b. North of the United States
  - 2. Coast lines
    - a. Eastern
      - (1) Bordered by the Atlantic Ocean
      - (2) Regular
    - b. Western
      - (1) Bordered by the Pacific Ocean
      - (2) Irregular with deep inlets and mountain islands
    - c. Northern
      - (1) Bordered by the Arctic Ocean
      - (2) Regular with the Hudson Bay as the one large indentation
  - 3. Important rivers and waterways
    - a. Saint Lawrence River and Waterway
      - (1) Boundary between the United States and Canada
      - (2) Greatest interior waterway in the world
    - b. Great Lakes Waterway

4. Surface features
   a. Rocky Mountains (West)
   b. Coast ranges (West)
   c. Laurentian and Appalachian Highlands (East)
   d. Great Central Plains or Interior Plains (Central)

5. Climate
   a. Variable climate
      (1) Maritime Provinces have cool, moist summers and cold, snowy winters.
      (2) Region along the St. Lawrence has a climate comparable to the New England States in the United States
      (3) Southern Ontario has a mild climate, while northern Ontario and Quebec are colder
      (4) Southern sections of the Great Plains and Prairie provinces have short, hot summers and long, cold winters.
      (5) The western slopes of the coast ranges have a mild, moist climate
   b. The northern part of the Arctic Circle is frozen tundra (short summers)

B. Historical background
   1. Exploration
      a. Vikings sailed down eastern coast of Canada (A.D. 1000's)
      b. John Cabot (English) believed to have landed on Newfoundland in late 1490's
      c. Giovanni da Verrazano (Italian) explored the coast of Canada for Francis I of France in 1524
      d. Jacques Cartier (French) made three explorations
         (1) 1534, discovered Gulf of St. Lawrence
         (2) 1535, sailed up the St. Lawrence River and explored regions where Montreal now stands
         (3) 1541, unsuccessful attempt to found a colony
   2. Settlements
      a. Champlain founded colony of Acadia on Bay of Fundy in 1604
      b. Quebec was founded in 1608 by Champlain (first permanent settlement)
      c. Montreal (Ville Marie) was founded in 1642 as a missionary center
   3. French and English conflict
      a. Early conflict of 1689 was caused by a struggle over fur trade
      b. Treaty of Utrecht in 1713 produced a thirty-year truce
      c. Final struggle (French and Indian War) began in 1754
      d. France surrendered Canada to Great Britian
      e. Treaty of Paris, 1763

C. Contemporary Canada
  1. The government
     a. Self-governing nation of the British Commonwealth of Nations
     b. Governed by a Governor-General, Prime Minister, and Parliament
     c. Senate members appointed for life
     d. House of Commons members elected by the people
  2. The provinces (Canada is divided into ten provinces Each province has a government of its own)
     a. Atlantic Provinces
        (1) Newfoundland
        (2) Nova Scotia
        (3) New Brunswick
        (4) Prince Edward Island
     b. Province of Quebec
     c. Province of Ontario
     d. Prairie Provinces
        (1) Manitoba
        (2) Saskatchewan
        (3) Alberta
     e. Province of British Columbia
  3. Territories (located in northern Canada)
     a. Yukon
     b. Mackenzie and Nunassiaq (sometimes called the Northwest Territory)
  4. Natural resources
     a. Fertile soil
     b. Mineral deposits
     c. Forests
     d. Fish
     e. Water for power
     f. Fur-bearing animals
  5. Ways of making a living
     a. Agriculture
        (1) Grain farming
        (2) Mixed farming
        (3) Stock raising and dairying
        (4) Fruit raising
     b. Forestry
     c. Mining
     d. Fishing
     e. Hunting, trapping, fur-farming
     f. Factories
        (1) Imports
        (2) Exports
     g. Tourist trade

IV. Activities

A. Motivational
   1. Make a bulletin board of Canadian current events.
   2. Develop a Canadian materials center so that children may browse.
   3. Locate the Arctic Circle on the globe and discuss its relationship to Canada.
   4. Use pictures, films or slides.
   5. Discuss informally about Canada as our northern neighbor.

B. Developmental
   1. Plan a display of travel folders, maps, pictures, and souveniers.
   2. Compile a scrapbook individually or by class. Let the children list whatever they feel should be included.
   3. Make a papier-mache topography map to show coast lines and irregularities in terrain.
   4. Develop simple outlines to be filled in by the children as a total class project. An example might be:
      a. Transportation and Communication
         (1) Water transportation
            (a) History
            (b) Lakes and rivers
            (c) Niagara Falls
            (d) St. Lawrence Seaway
         (2) Land transportation
            (a) History
            (b) Railways
            (c) Highways
         (3) Air transportation - airplanes
         (4) Communication
            (a) Postal
            (b) Telephones
            (c) Newspapers and other printed material
            (d) Radio
            (e) Television
      b. The children could be divided into committees to develop certain sections of the outline.
         (1) Develop individual or class charts showing comparisons of government between Canada and the United States.
         (2) Write or discuss how Canada gained independence as compared to how the United States gained independence.

(3) Have the children write an imaginary letter to a friend or relative telling about a trip to Canada. Include: the route traveled, length of stay, and interesting things seen.
(4) Make individual or class product maps.
(5) Construct a time line of the historical Canadian events.
(6) Have the children write a paragraph about each region, comparing and contrasting them with one another.
(7) Form a committee to publish a class newspaper containing articles and stories about life in Canada.
(8) Prepare a booklet of biographies of famous Canadians.
(9) Write creative stories about the adventures of the Canadian Mounted Police.
(10) Learn a favorite patriotic song, "The Maple Leaf Forever," which honors Canada's national symbol.
(11) Make a list of similar problems Canada and the United States had as growing nations.
(12) Encourage the use of encyclopedias to enlarge upon and supplement content.

C. Culminating
1. Let children write to children in Canada. A resource list of where may be obtained:
    a. International Friendship League, Inc.
    40 Mt. Vernon Street, Boston, Massachusetts
    Charge of 50 cents per name.
    b. Jo's Mail Hobby Exchange
    138 Passaic Street, New Jersey
    Issued monthly at 10 cents.
    c. World Mailbag
    2 Hillcrest Road, West Nyack, New York
    No charge. Send stamped, self-addressed envelope.
    d. Youth Pen Pal Exchange
    Box 6993, Washington 20, D. C.
    No charge. Send stamped, self-addressed envelope.
2. Develop a display of the arts in Canada and invite another classroom in to enjoy the display. Have children describe and explain.
3. Develop a large picture map of Canada. On it place pictures to show the main industries and the leading farm and mineral products.
4. Prepare a program and invite another class. Be sure to include songs, pictures, and displays. Try to include every member of the class.

5. Make a list with illustrations of typical plants and animals found in the different parts of Canada.
6. Organize four committees and assign the name of one of the inhabited regions of Canada. Ask each committee to report about:
    a. Physical features of the region
    b. Climate
    c. Chief occupations and products
7. Make a mural representing Canada's chief farm products. Indicate where each is produced and which products are the greatest source of income.
8. Make a drawing or a model of a Canadian farm along the St. Lawrence River.
9. Make a drawing or on a map show the different time zones of Canada.
10. Give a dramatization in which a businessman in Halifax, Nova Scotia, makes a long distance telephone call, at 3:00 p.m. Halifax time, to a businessman in a city in each of the other provinces and in the two territories. (Add 15 minutes to the 3 o'clock time for each successive call.)
11. Make a colored flag of Canada. Explain the meaning of the flag's colors and symbols.
12. Pretend you are a guide. Plan a sight-seeing tour to places of special interest in one or more of these cities: Quebec, Montreal, Toronto, Winnepeg, Hamilton, Edmonton, Ottawa, Calgary, Vancouver, Victoria. Explain why you included each place in your tour.
13. Dramatize some of the events in the lives of the Indians. Let one of the pupils read appropriate lines from Longfellow's "Evangeline" as the events are portrayed.
14. Make a list of the important steps in Canada's change from a colony to an independent, self-governing nation, with the date of each.
15. Find or draw pictures of persons who helped to make Canada a great nation. Write brief biography of each.
16. Dramatize an important episode in the life of some of the important Canadians.
17. Give a dramatization or imaginary television interview with a present-day, well-known Canadian. Inquire about his work, his opinions on some of the current problems of Canada or events now taking place.
18. Describe Quebec's dual education system.
19 Make an illustrated story.
20. List ways Unites States and Canada are alike.
21. Compare the ways in which our nation and Canada gained their separate independence.
22. Produce two charts, teacher and pupils, on chalkboard showing the divisions of government in our country and Canada.
23. Have children plan a six-week vacation for their families to Canada. Include travel routes, places to be visited, miles to be traveled.

EVALUATION

EVALUATION

> "Evaluation is the key to successful social studies teaching. Without it, the social studies is without a rudder, without a compass"
>
> \- J. D. McAulay

To evaluate is to make some determination of the cognitive and affective growth of the student in progressing toward established goals.

Testing and evaluation must be concerned with such behaviors as attitudes, values, and the student's propensity to behave overtly in a desired manner.

Achievement, competence, productivity, etc. (cognitive) are regarded as public matters, i.e. honors placement, recognition, lists, etc. In contrast, one's beliefs, attitudes, values, and personality characteristics (affective) are more likely to be regarded as private matters, i.e. individual growth.

If educators are concerned with such behavioral goals as attitudes, values, and overt behavior in the area of civic competence and responsibility, they must go beyond a mere cognitive assessment of a student's progress in the social studies curriculum.[1]

The Purposes of Appraisal

Grading has played such an important role in American education that the sole purpose of a test has often been viewed as that of providing a grade. Even worse, the concept of evaluation has been equated with the very limited concept of testing for the purpose of grading. Actually, the purposes of appraisal are many, and these several purposes may require somewhat different appraisal techniques.

The readiness of the students should be determined and the findings related to the expected background.

One important purpose of evaluation is to supply the student with some guidance in the learning process and some practice in ways of thinking. Observation alone is not sufficient. Guidance, both verbal and physical, is needed as well as sufficient practice under conditions that make it possible for the individual to correct his own mistakes or to have them pointed out by the teacher. At this stage of guidance and practice, insistence by the teacher that a grade must be assigned for each task completed may destroy the incentive to achieve mastery. The student simply may settle for meeting each obligation in order to get a satisfactory grade.

Another important purpose is that of self-evaluation. Each student must come to the point of accepting some responsibility for his own accomplishment, for making a personal judgment as to how well he has done, and for deciding whether he personally is satisfied with his achievement.

Another purpose of appraisal is that of providing a grade for the student. Two things are important and should be kept in mind:

1. There are some objectives, especially in the affective realm, which cannot and should not be graded. In many cases, these may be the most important outcomes.

2. That only those objectives which are used in determining the grade may then seem important to the student.

Overemphasis on the grade and the use of appraisal solely for grading will certainly insure the second point.[2]

Evaluating Social Studies Learnings

Evaluation concerns itself with judgments about quality, correctness, adequacy, or appropriateness. Thus, in order to make judgments, one must have in mind standards of expectations. Unless adequate performance can be defined specifically, one cannot judge how nearly students approach it. (What one teacher values and rewards may or may not be valued and rewarded by another.) (Thus the task of evaluating performances becomes a matter of individual teacher judgment and often lacks consistency from one grade to the next.)

Both the maintenance of good educational programs and the improvement of educational procedures require good evaluation. Good evaluation, in turn, can only be made in relation to the goals of instruction. Too often when teachers make tests they forget their goals and remember only the subject matter they used in trying to achieve those goals.[3]

Evaluating Intellectual and Social Skills, Habits and Attitudes

A Sample Checklist:

Skill in interpreting and synthesizing learning through oral or written reports, murals, maps, dramatic play, notebooks;

Skill in working effectively on committees charged with specific responsibilities, such as looking for information, making time lines, preparing scrapbooks;

Skill in acquiring and interpreting concepts from textbooks, supplementary reading material and other sources;

Skill in contributing to the solution of problems raised in discussion;

Constructiveness in assisting in the planning and executing of activities;

Initiative in looking up pertinent information, books, pictures, and so forth and bringing them before the class;

Attentiveness and courtesy in listening to teacher, classmates, guides on trips;

Habit of sticking to the subject and of raising only pertinent comments and questions about the topic under discussion without being diverted by irrelevancies;

Restraint in discussions (absence of interrupting and monopolizing tendencies);

Attitude of open-mindedness when presented with new facts or ideas coupled with desire to check facts and compare sources;

Willingness to give an attentive and courteous hearing to those who may disagree.

Record of Observations

The key to evaluating the aims in the foregoing lists is observation. Most students reveal a great deal about their interests and quality of their learning and their skill in working with others during social studies activities. This is accomplished by taking note of really significant behavior and recording it. One popular medium for such records is a stack of 5 x 8 index cards, one for each student, with his name written at the top. At the end of each day the teacher glances over the checklist and then runs through the stack of cards. Notes are entered on the cards of children who achieved (or failed to achieve) in some significant way. The teacher will probably write on only a very few cards each day. This method of recording social studies performances is a tremendous help when preparing for parent conferences, report cards, cumulative records, or when reviewing progress with the pupil.

Teacher - Made Tests

Most teachers find it helpful to construct and administer tests. Objective tests are useful in checking the pupil's grasp of facts, understandings, and skills.

Essay tests are most appropriate for testing the pupil's insight, imagination, discernment. Their scoring involves a large amount of subjectivity, but the pupil's answers are important evidence of his ability to draw conclusions from facts and to organize his thoughts.

Both objective and essay tests should be corrected and returned to the pupils for their inspection and for purposes of discussion.

Teachers often feel, mistakenly, that some of their pupils are gaining little from their social studies, and their daily performances and their test scores seem to bear out this impression. The chances are that if the teacher has been reasonably dynamic and systematic the results will become noticeable at a latter period in the child's life.[4]

Daily Evaluation

Verbal evaluation can be accomplished as a quick account of what was accomplished during the daily period, or how two periods tie together to achieve a particular concept.

Written evaluation can follow a field trip. The teacher might ask the students to list three ways in which the factory helps the community. A similar evaluation can be used following the visit of a resource person. Thus the teacher might secure an immediate evaluation of attitude development.

A good social studies unit test should determine how successfully the objectives of the unit have been achieved.

There should be variety in the types of questions used. Three types are suggested; completion, essay, and simple recall.

Too often unit tests for the social studies emphasize facts and memorized knowledge. Too often the test does not evaluate the child's awareness of the social problems he has attempted to solve during the unit, nor does it weigh the attitudes and appreciations, the social behavior he has acquired during the progress of the unit. Often the essay question can partially determine if the child can think through a social problem.

Incidental Evaluation

The teacher should be evaluating, continually, the process and progress of the social studies unit. Some of the items needing continual evaluation might be cooperation, work habits, work projects, etc. One way of evaluating these objectives would be place the objective to be evaluated on a sheet of paper, headed with the names of the pupils in the group. Brief notations of strengths and weaknesses are noted. Several days later, the teacher refers to the sheet and again makes notations. A comparison of notations should indicate any growth, or lack of growth. This same procedure can be applied to record the growth of individual pupils.[5]

Social studies education concerns itself with three different types of learnings -- the development of understandings (facets, concepts, generalizations, principles), the development of attitudes (feelings toward others, accepting responsibility, love of country and fellowman), and the development of skills (reading a map, thinking critically, solving problems, using references).

Procedures which are appropriate for evaluating one area of development is not necessarily suitable for evaluating another. As a result many different types of evaluative procedures and devices will have to be utilized. It means, too, that evaluation of social studies learnings needs to be done not only during the social studies period but informally at many times when the teacher is able to observe samples of pupil behavior.

Informal and Formal Evaluation

At the primary level, evaluation must rely more heavily upon informal procedures than upon formal ones.

Informal evaluative procedures include discussion, observation, conferences with pupils, checklists, examination of work samples, experience summaries, short teacher-made tests and similar practices.

The teacher who employs informal evaluative procedures must be careful to systematize his observations. Record keeping is essential. Documentary evidence should be available when the teacher is attempting to evaluate pupil progress in social studies learnings through the use of informal procedures.

Informal evaluation is of equal importance to upper elementary and secondary pupils, but more formal evaluation is also possible.

Formal evaluative procedures consist of comprehensive teacher-made tests, commercially prepared tests such as those provided in teacher's manuals, and standardized tests. When teachers construct their own written tests, they should do so with the objectives of the unit before them. Test items should be designed which require the pupils to exercise thought, apply his factual knowledge, and demonstrate understanding of basic ideas and concepts.[6]

Evaluation is an integral, ongoing part of the teacher-learning process. It helps the pupil know how much progress he is making and what he can do to improve his performance. Evaluation helps the teacher to judge the effectiveness of his strategies, and reveals the strengths and weaknesses of his social studies program.

Main Principles

1. Evaluation should indicate pupil growth in terms of thinking, understandings, attitudes, and skills.

2. Evaluation is closely related to the specific goals of the pupils and the teacher.

3. Evaluation should be continuous.

4. Several strategies should be used in evaluating pupil growth.
    a. Observation
    b. Testing
    c. Conferences with pupils and parents
    d. Representative samples of pupils' work
5. The results of evaluation should be recorded.
6. Pupils should be encouraged to evaluate their own progress.
    a. Group evaluation
    b. Individual evaluation
    c. Teacher-pupil evaluation
7. The classroom atmosphere affects evaluation.

Thinking Evaluation

The seven kinds of thinking are based on a system of classifying thinking skills developed by Benjamin S. Bloom and described in his book Taxonomy of Educational Objectives - Handbook I: Cognitive Domain. These are:

1. Remembering (recalling and recognizing)
2. Translation (changing the form)
3. Interpretation (discovering relationships)
4. Application (using knowledge)
5. Analysis (taking apart)
6. Synthesis (putting together)
7. Evaluation (judging)

Many kinds of questions and projects can be devised to measure a pupil's thinking ability. It is important to remember that each pupil, regardless of his ability, should have opportunities to develop all the thought processes. Needs of individual pupils can be met by devising different questions at each level.

Evaluating Understandings

1. Asking questions phrased in such a way as to determine how well pupils can use facts, concepts, and generalizations, and apply their knowledge to new situations.

2. Problem-solving experiences provide an excellent opportunity for evaluation of understanding of main concepts and generalizations.

3. Discussions can be observed and evaluated:
    a. when you keep the teachers' and pupils' goals clearly in mind
    b. when only a limited number of pupils are involved
    c. when immediate and accurate records are made

Evaluating Attitudes

Observation is perhaps the best way of evaluating pupils' attitudes. Students often reveal a great deal about themselves through their reactions to impromptu situations or in dramatizations and other group activities.

Attitudes can also be evaluated through questioning. A wide variety of questioning techniques may be used including the following:

a. Present statements that express opinions, beliefs, or feelings. Then ask the pupils to express their points of view or attitudes regarding these statements. Pupils should be encouraged to state reasons for their responses.

b. Present pupils with the description of a situation in which various attitudes are revealed, and ask pupils to give their reactions.

c. Present pupils with unfinished statements such as "As a result of studying the problems of cities, I have changed my ideas about --".

Evaluating Skills

Involve the pupil in a situation that requires him to use a skill, and then judge his performance. When evaluating pupils' skills whether by testing or observation, the findings should be recorded. In addition, a collection of representative work samples can show how much progress a pupil has made over a period of time.

Testing

To be valuable as a learning tool, a test should be discussed soon after pupils have taken it. A discussion can help each pupil to recognize his progress or to realize his need to improve. It can motivate him to find out why some of his answers were wrong.

Test results may also indicate ways in which the teacher can improve his social studies program. For example, a large number of incorrect answers for one question may indicate that teaching strategies were ineffective, or too little time was devoted to a topic.[7]

Guidelines to Effective Evaluation

1. Evaluation should be based on a cooperatively developed point of view.
2. Evaluation is an integral part of instruction.
3. Evaluation is a continuing process.

4. Evaluation is a cooperative process.
5. Evaluation is made in terms of the purposes of the program.
6. Evaluation is made in a variety of situations.
7. Use is made of a variety of devices and procedures.
8. Self-evaluation by children is essential.
9. Evaluative data are organized to facilitate interpretation.
10. Interpretation of evaluation is made in terms of each child's development.
11. Evaluative data are put to use.

Decide on the evidence needed, then select and use those devices that will secure it. Some suggested categories are listed below -- others may be added to each category.

Critical Thinking. Tests, observation, group discussion, checklists, charts.

Attitudes. Questionnaires, checklists, scale of beliefs, observation, anecdotal records, recordings, discussion, individual interviews.

Interests. Observation, diaries and logs, interest inventories and checklists, questionnaires, records of activities and use of leisure time.

Concepts and Generalizations. Observation of use, group discussion, tests, samples of written work.

Functional Information. Tests, charts, discussion, observation, samples of work.

Group Processes. Observation, group discussion, charts, checklists, sociograms.

Types of devices commonly used to promote self-evaluation by children include the following:

1. Group discussions and interviews;
2. Samples of the child's work gathered through the term;
3. Work standards cooperatively developed by the group and placed on charts;
4. Checklists made by the individual or group;
5. Scrapbooks made by each child;
6. Diaries or logs containing examples of ways in which the child has been cooperative, shown concern for others, and so forth;
7. Recordings of discussion, reporting, singing, and so forth;
8. Graphs kept by each child.

In so far as possible, evaluative instruments selected for use in the social studies should meet the following criteria:

Validity. Measure what they purport to measure.

Reliability. Measure consistently and accurately.

Objectivity. Give similar results even though used by different persons.

Practicality. Easy to administer and do not require the expenditure of unreasonable amounts of time and money.

Relatedness. Related to the social studies program (sometimes referred to as curricular validity).

Usefulness. Contribute evidence which can be put to use.

Appropriateness. Related to the level of development of the group with which they will be used and fit into the over-all program of evaluation.

Descriptiveness. Give evidence that describes the behavior of children.[8]

Teacher Self-Appraisal in the Social Studies

1. Is the classroom climate or atmosphere one that enhances and fosters the growth of skills and abilities in human relationships? (As evidenced by sincere friendliness, mutual helpfulness, and good will among pupils and between pupils and teacher; absence of hostility, rude remarks, and ill feelings; presence of a "we" feeling among pupils, pride in the classroom and the work of the class; good class spirit; absence of strong in-groups or cliques; absence of nervousness, emotional upsets or outbursts, impulsive behavior as a result of tension, pressure or insecurity.)

2. Is there a good balance among outcomes dealing with the development of knowledge and understandings, attitudes, and skills? (Is the major instructional effort directed toward fact-gathering or is there concern for developing meanings that underlie facts? Does the program emphasize subject matter and the social development of children or does it emphasize one at the expense of the other? What ways are used to develop children's attitudes? Are skills taught in a systematic and functional way? Are children applying what they are learning to their everyday lives? What evidence is there that the teacher evaluates not only subject-matter outcomes, but attitudes and skills as well?)

3. What provisions are made to accomodate the wide range of individual differences known to exist in unselected grade groups? (Is there variety in reading materials, in classroom activities, in quality and quantity of required work, in the level of difficulty of ideas, and in the supervision of the children's work? Are differences accepted by the teacher? Does each child make some contribution to the work of the class? Is every child given some recognition for work well done? Are standards of acceptability or excellence of work determined on an individual basis or must all pupils measure up to a single standard? How does the program help meet the particular needs of the pupils in the class?)

4. Is the social studies program designed in such a way as to relate to the out-of-school lives of children? (Are children encouraged to talk about their interests, problems, and concerns? Does the teacher make use of community resources and local resource persons? Is the teacher considering growth and development characteristics of children in planning social studies experiences? Does the teacher draw on the experiences of children in planning and teaching the social studies? In what ways does the social studies program make a difference in the lives of the children?)

5. What evidence is there that the children are growing in their ability to use democratic processes and procedures? (Are opportunities provided for children to develop self-control, self-evaluation, cooperative planning abilities? Do children share in planning and some specifics of the unit? Do children go about their work in responsible ways? Does the class become disorderly and boisterous when the teacher

is not supervising it closely? What specific instances can be cited to show that children are developing concern for others, respect for property, attitudes of acceptance, respect for American ideals, self-direction?)

6. Is the instructional program conceptually oriented with a focus on basic organizing ideas? (Does the unit deal with a broad topic with concepts relating to several of the social sciences, or is it a single subject-matter unit, such as history or geography? Are children able to participate in unit activities both intellectually and physically? Is a wide variety of instructional resources drawn on or is there heavy dependence on a single textbook? Are children given opportunities for planning and evaluating each day? Are there many opportunities for discussing and sharing ideas and information? Are activities and tasks problem-oriented? Do children know what the problems are? Does the teacher employ appropriate inquiry procedures?)

7. Are studies conducted in sufficient depth to allow pupils to gain a reasonable degree of understanding of the topics studied? Do pupils have time to reflect on topics studied and come to some conclusions themselves? To what extent does the program deal only with descriptive information? Does the teacher feel compelled to "cover" the book or does he develop selected units thoroughly?)

8. What changes in pupil behavior indicate that the goals and purposes of the program are being achieved? (Are a wide variety of techniques and devices used to evaluate pupil growth in social studies? Does pupil behavior in and out of the classroom indicate growth in human relations skills and abilities? In what way?)[9]

Evaluation in the Social Studies

"How do I know whether I have taught anybody anthing?" That is a question any teacher worthy of that title asks himself frequently.

Evaluation is a very broad term and not to be confused with measurement, which is a more limited word restricted to the more definitive process by which we obtain relatively objective data, usually through standardized tests.

Since factual knowledge is the easiest to evaluate, many teachers limit their evaluation to this phase of social studies teaching. An affective program of evaluation should include a wide range of devices, from observation to test items on skills, from role-playing to conferences with students and parents, and from diaries and personal inventories to standardized tests. Only by such a comprehensive program can the wide range of goals be probed.

Teachers should not be discouraged because of the problems involved in evaluation. It is the most difficult aspect of social studies teaching.[10]

Footnotes and Bibliography

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